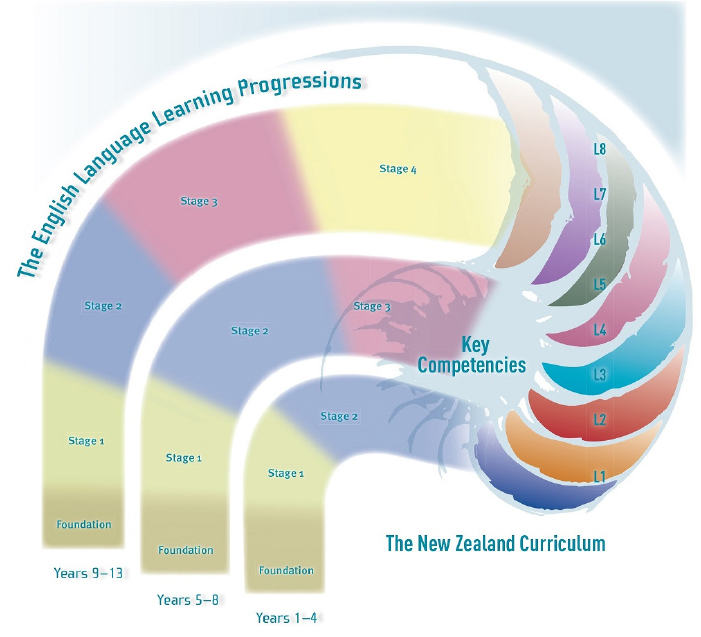
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English Language Learning Progressions Pathway – Foundation to Stage 3



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| **An optional resource to support the use of the English Language Learning Progressions (ELLP)** |
| **This resource may be used to support:**     * teacher planning for individuals and groups * understanding of aspects of additional language acquisition * understanding and using the ELLP document * making decisions about ‘achieved’ stages for ESOL funding applications * student agency and goal setting |
| **How to use the ELLP Pathway resource:**   * Pages 1-4 give an overview of the ELLP stages and emphasise the importance of knowing the learner. * Notes about **your** learner can be added to the ‘Know my learner’ page. * Pages 5-12 are an elaboration of the ELLP indicators along with teaching strategies and suggestions incorporating best practice. * Indicators can be highlighted to assist with identifying next learning steps. Support indicators are highlighted when the support described is in place, achievement indicators when they are achieved consistently and independently across a range of contexts.      * This record can stay with a learner as they move from class to class. |
| **Key ESOL resources**    [English Language Learning Progressions (ELLP)](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions#ELLPBooks)    [ELLP support for teaching and planning](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions)    [Supporting English Language Learning In Primary Schools (SELLIPS)](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS)    [English Language Intensive Programme (ELIP) Primary Resource](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Primary-Resource)    [ESOL Online](http://esolonline.tki.org.nz/)    [ESOL Principles](http://esolonline.tki.org.nz/ESOL-Online/Learning-about-my-students-needs/Knowledge-of-English-language-learning/ESOL-principles) |

This nautilus shows how the ELLP stages **sit within** the New Zealand Curriculum.

Overview of the English Language Learning Progressions Stages

Exemplars from ELLP oral language exemplars and ELIP (English Language Intensive Programme). These are examples of learners who are **working in** the stages, not ‘achieved’ stages. The writing samples are exemplars rather than student work samples.

The ELLP stages are very broad and can take a year or more to work through. Oral language, reading and writing may not proceed at the same pace.

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| **FOUNDATION** | **STAGE 1** | **STAGE 2** | **STAGE 3** |
| **Oral language** | **Oral language** | **Oral language** | **Oral language** |
| ***Teacher:*** OK Ronan. When we went to the city, what did you see?  ***Student:*** Smiles and shrugs… pause…  ***Teacher:*** Think about things you saw that were there.  ***Student:***Railray (attempts ‘railway’)  ***Teacher:*** Can you find me a red pen?  ***Student:*** Picks up the red pen.  ***Teacher:*** Can you say, ‘Here is a red pen’.  ***Student:*** Here is a red pen. | ***Teacher:*** Yan, you have been studying about processes, and you have been learning about the process of milk and where it comes from. Can you tell me about that?  ***Student:*** OK. Milk is come from the milk factory. First is the…farmer milking the milk…the cow. The truck is go to take the milk go to milk factory. The milk factory is like (gestures) um…is making the milk… talking the milk and the cream out. | ***Teacher:*** Ji Won, we’ve been learning a little bit about hypothermia. Can you tell me what you know about hypothermia?  ***Student:*** Um…hypothermia is when we get really cold and by the temperature goes really low like under 35 degrees and you can froze and you can…we might die.  ***Teacher:*** Why might we die? What might happen?  ***Student:*** Because our heart is…our heart might get heart attack and frozen. | ***Teacher:*** You’ve been studying Antarctica. When you went to the Antarctic Centre what did you see?  ***Student:*** Um…first we went to this room and we watched a…um…a penguin video. And they were showing us how little baby…how little baby penguins can die. If it touches the ground for five or ten seconds it will die and…um…and the mother or the father, they each get turns at holding on to the egg while one goes fishing and goes and grabs some fishes and stuff. And their enemies are …seals and…and when the penguins see a little baby chick penguin they all fight over it and the baby just instantly dies. |
| **Reading** | **Reading** | **Reading** | **Reading** |
| Identify and say basic sound and letter corespondances.  Recognise familiar sight vocabulary.  We are in Year 8. There are eight boys and nine girls in the class. Seven students come from China, four students come from Iraq, three students come from Russia and three students come from Bosnia. | Last Friday I did not come to school. It was Chinese New Year. On Friday morning I got up very early to help my mother. First, I helped her with the cooking. Then we had to clean the house because many visitors were coming. At 4 o’clock my grandparents arrived. At 6 o’clock everyone was there, and we ate and ate to celebrate the Year of the Dragon. It was a great day. | Two weeks ago some students from our school went to Rotorua for a three-day field trip. We decided to go there because we wanted to see the thermal activity. At 8 o’clock on Wednesday morning we met our teachers at school. Then we travelled for three hours on the bus to Rotorua, about 180 kilometres away. It was hot on the bus and some students went to sleep. After arriving at Rotorua, we found the motor camp and were taken to the bunkhouse. When we had unpacked, we went for a walk around Kuirau Park and saw the steam coming out of the ground and the mud pools boiling and bubbling. We had to stay on the paths in case we fell into the hot water. | There is increasing debate as to whether genetic engineering should be allowed outside the laboratory. Both supporters and opponents of genetic engineering have put forward powerful arguments to support their cases. Supporters of genetic engineering argue that New Zealand must allow experiments outside the laboratory. They claim that if our small country wants to keep pace with science in the twenty-first century, we cannot afford to keep GE in the laboratory. They argue that we need to produce genetically modified food products such as milk and fruit in order to keep a competitive market edge in the world. Furthermore, it is argued that medical science must be allowed to experiment with embryo research to search for cures for diseases such as cancers and neurological disease and hereditary conditions. |
| **Writing** | **Writing** | **Writing** | **Writing** |
| Form correct letters of the alphabet paying attention to size, slope, spacing and directionality of letters.  Can label parts of the body: head hair face ears eyes eyebrows nose mouth teeth lips chin neck fingers hand thumb arm elbow leg knee foot toes  My name is Sura. I speak Arabic.  I live in Napier. | This boy’s name is Jose Santos. He has very short black hair and a round face. He is very tall, and his eyes are small, but his mouth is big. He is wearing a striped t-shirt and his trousers are green. His shoes are brown. | Yesterday my class had a visit to the Auckland Museum. We caught the train at 8.15 am. After 45 minutes, we arrived at the Britomart Station and walked for about twenty minutes to the Museum. It is a very large building. At about 10.30 we joined another class and entered together. We saw many exhibits, e.g. medals, books, souvenirs. Then we went to Level 5 to see the Gold and Sacrifice exhibition of the treasures of the Incas. The jewellery was very beautiful. At 12.30 pm we left the Museum. Next, we went to the Domain gardens to have lunch. When I arrived home, it was four o’clock. | The most important person in my life is my grandmother. She is an old woman now and has white hair and lots of wrinkles, but she used to have black hair. It makes me sad to see her getting older. Grandmother is shorter than me and a little plump. She has black eyes that look at you kindly and brownish skin. She is very quiet, but I remember how she liked to hug me when I was upset or tired. I used to like that. She is also a very generous person and is always giving presents to people. When we go to her house, she often has food or sauces for us to take home and sometimes she has clothing for us as well. She makes the clothing herself because she likes to knit and sew, but she didn’t teach my mother to knit and sew and now my mother hates knitting and sewing. When my grandmother first came to New Zealand, she made clothes to sell at the markets. She worked very hard doing this and saved some money to buy a house. |

**The arrow below indicates a common pathway for children who begin school at five with a strong first language who are well supported at home and at school.**



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| **New learners of English at any year level begin at Foundation**. For older Foundation learners, it is important to consider the cognitive/developmental stage when selecting appropriate tasks and materials. | **Learners in Years 1/2** will generally be working in Foundation/Stage 1. | **Learners in Years 3/4** who are working in Stage 2 will be at similar curriculum levels to their peers. | **Learners in Years 5-8** with strong Stage 2 proficiency and now working in Stage 3 will be at similar curriculum levels to their peers. |

Know your learner

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| **It is important to take time to find out about learners to ensure that you have  all the information necessary to provide optimum support. This is a good opportunity to explicitly encourage the use of heritage language(s).**  **You may consider:**   * setting aside time for an enrolment interview * the use of a [supplementary ESOL enrolment form](http://esolonline.tki.org.nz/Media/Files/EF-Files/ESOL-Online-files/ESOL-Supplementary-Enrolment-Form) * enlisting the help of staff or school community members who speak the same language, or use translation tools if necessary | **Talk to the learner and their whānau about:**   * language background of the learner and their family e.g. what languages the learner and their family members speak, understand, read, write and where languages are used, and who with e.g. grandparent * learner’s language(s) capabilities and education background * learner’s interests, talents and challenges * significant cultural values and practices * understanding/expectations of the family and learner with regard to education in NZ | **Watch videos on knowing your learner:**  [Family language and its closeness to or distance from English](https://vimeo.com/403479434)  [Concept and knowledge gaps, and cognitive frustration](https://vimeo.com/403468274)  [Immigration dislocation and adjustment](https://vimeo.com/403474520)  [Day-to-day code switching](https://vimeo.com/403470173) |

There are many possible combinations of language skills **A learner may be at one end of the continuum in their heritage language and at the other in English** e.g. a strong speaker of their heritage language may have minimal English skills. The various combinations have implications for provision of support.

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| Little knowledge of heritage language(s) |  | Age and stage capable in oral language, reading and writing in heritage language(s) |



Little knowledge of English Age and stage capable in oral language, reading and writing in English

Some possible learner profiles – *Dr Jannie van Hees*

**IMPLICATIONS**

**THE LEARNER**

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| ***LEARNER 1*   Begins school at around five years old with strong oral language capability in their heritage language (which is used by family members for all communication at home) and a little English learned at ECE and in day-to-day contexts.** | ***LEARNER 2* Begins school at around five years old with below age and stage capability in their heritage language and English.** | ***LEARNER 3*   Begins school as an older learner, with no previous formal schooling in any country. The family has moved around refugee camps in other countries and has only recently settled in New Zealand.** | ***LEARNER 4*   Begins school as an older learner with age and stage oral, reading and writing capability in their heritage language and little knowledge of English.** | ***LEARNER 5*   Comes from a home where a number of languages are used and can understand some words in heritage languages. The learner speaks only English and is orally confident with social language.** | ***LEARNER 6*   Begins school as an older learner from a home where both heritage language and English are used. Language is richly used, and the learner is engaging orally and with print.** |
| **The learner brings:**   * language structure knowledge and vocabulary in another language * knowledge about a range of topics and contexts in another language * an alert and eager learning mindset * day-to-day communicative English understanding and speaking     **Challenges the learner may face:**   * grasping fast-paced long pieces of spoken English * significant gaps in English understanding and use   **Know about:**   * the family language – its closeness to or distance from English.This helps you realise the extent of the shift the learner needs to make to learn English. * spoken and literacy strength in heritage language/s supports English language acquisition. Conversely, weak spoken and literacy capabilities in heritage language/s makes acquisition of English as a new language more challenging. | **The learner brings:**   * functional language knowledge * understanding and using words and expressions to meet needs and wants * perceptions and understandings in ‘lived’ contexts * a range of sound, word and expressive knowledge and use in two or more languages * cultural duality     **Challenges the learner may face:**   * significant gaps in language understanding and use – in the family language(s) and English * concept and knowledge gaps about the world carried in and through language   **Know about:**   * circumstances of language use in day-to-day family contexts * how the family views the learner’s language and learning capabilities | **The learner brings:**   * resilience and strength of mind to cope with new and moving situations * eagerness to learn, work hard against the odds and take opportunities * world view mature beyond their years * an ear for languages, attuned to rhythm, tone and sounds * varying capability in oral language in camp and own country contexts * a multi-lingual oral brain     **Challenges the learner may face:**   * an impacting gap in written language * significant gaps in content knowledge – day-to-day contexts and academic * anxiety which may lead to a lack of readiness to learn and participate * protective inhibitions due to a deep sense of dislocation and mistrust     **Know about:**   * information and insights refugee centre holds and can provide * current situation - family and language – and current needs as they transition * connections with new community and their country of origin * financial constraints * aspirations of learner and family | **The learner brings:**   * meaning-making capabilities carried in and through their established (family) language * a language mindset and extensive language experience * language structure knowledge, and deep and wide vocabulary * knowledge and understanding carried through language     **Challenges the learner may face:**   * constrained potential to fully participate in content learning at school * inability to articulate in learning tasks and activities * cognitive frustration   **Know about:**   * resources - people and materials - available to the learner so their content learning progresses * family capabilities to support school-based content learning | **The learner brings:**   * communicative English capability – understanding and use * sound, word and language structure understandings in languages other than English * elevated language awareness about differences/similarities between languages   **Challenges the learner may face:**   * more limited access to English in family contexts compared to English-only families * a reliance on outside-family sources and resources to grow their English language capability * gaps in English language complexity * day-to-day code switching   **Know about:**   * what languages are used in the family – by whom, how often, about what * extent of English language involvement the learner has beyond school contexts * the learner’s views on how well they can participate in school learning and contexts | **The learner brings:**   * age and stage capabilities to participate fully in school learning contexts/activities * elevated language awareness and capabilities – knowing more than one language strongly brings language, cognitive and social advantages * duality/plurality in their view and experience contexts and knowledge     **Challenges the learner may face:**   * the risk that their family/home language(s) capabilities are increasingly less used, becoming receptive orally and in literacy * ‘misreading’ of the responses made by the learner due to lack of understanding about the complex space a dual/plural learner operates within   **Know about:**   * the extent of language(s) use in the family – the learner and other family members * the learner’s and family’s aspirations to hold onto family language(s) capabilities as well as English |

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| Some strategies that help  learners make a good start: | Important considerations: | Key questions a teacher needs to  consider about a learner’s language knowledge: |
| * Identify bilingual teachers, learning assistants, students in the school  who can assist. * Use buddies (same language, social, academic, tuakana teina) to help learners settle in and befriend the learner. * Set up boxes of independent and buddy activities, including digital tools/apps. * Create an illustrated personalised booklet about school, routines (visual timetable), staff. * Create identity maps/visual mihi. * Visit ESOL Online [Getting Started](https://esolonline.tki.org.nz/ESOL-Online/What-do-I-do-with-a-new-English-language-learner/Getting-started) and [School Snapshots](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/School-snapshots) websites. | **Watch videos on supporting your learner:**  [For new learners - focused attention to build foundational English language knowledge](https://vimeo.com/403472314)  [Working in the learner’s ‘Goldilocks zone’](https://vimeo.com/403480883)  [Scaffolding learning](https://vimeo.com/403477960)  [Recycling learning and language – a major factor influencing language acquisition](https://vimeo.com/403476760) | **Can the learner?**   * Next question is: *Is* *‘it’ strong and consolidated or do they need more practice?* * If the learner can’t at all, then ask: *‘Are they ready to learn this? Is it needed right now? If so, then how will I provide scaffolded learning so they gradually can?’*   **Does the learner?**   * If the learner can but doesn’t, consider why they don’t - even when they can. Ask yourself, *‘Am I providing opportunities so that they do?’* |

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| Student name: | | | | | |
| Date of birth: |  | Ethnicity: |  | Date of enrolment at first NZ school: |  |
| Country of birth: |  | Home language(s): |  | Date of entry to New Zealand: |  |

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| Know my learner notes: |
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ELLP Pathway

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| **Interpersonal**  Listening to… | **Content (vocabulary)**  What do I understand? | **Delivery**  How do I act? | **Language structures/grammar**  What do I understand? |  | **Teaching strategies and suggestions**  The seven ESOL principles are introduced fully in boxes. They are interconnected and are relevant across all four modes and are repeated **(in bold text)** in places.  [**ESOL principle 1**](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/Making-language-and-learning-work/DVD-3#5)**: Know your learner.***What do you know about your students’ language skills? What do you know about their prior knowledge? How will you find out this information? How will it affect your planning?* The [ELLP Introduction booklet](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions#ELLPBooks) (p 4-10) highlights key research around learning English as an additional language and factors that affect individual students, and unpacks effective strategies and teaching and learning suggestions for scaffolding learning. [Cultural Diversity in the Classroom](https://nzcurriculum.tki.org.nz/Curriculum-resources/Media-gallery/Cultural-diversity) – videos which explore how to create opportunities for all students to bring their valued knowledge into school.  [Our Stories](https://nzcurriculum.tki.org.nz/Principles/Cultural-diversity-principle/A-matou-korero-Our-stories) – understand and acknowledge learners’ unique cultural and linguistic baclgrounds. Include first language materials where possible.  Use the everyday vocabulary lists to:   * set up packs of resources * support parents to develop vocabulary in the heritage language   **Begin with context-embedded tasks that make the abstract concrete.**  ***Plan*** experiential learning/authentic tasks to teach specific vocabulary and language e.g. using cooking experience to teach food vocabulary, using playground equipment to teach positional language, prepositions, pronouns.  [SELLIPS Years 1 & 2](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS) (pg. 46) consistency of modelling classroom language and suggested listening activities. [ESOL principle 2](https://esolonline.tki.org.nz/ESOL-Online/Learning-about-my-students-needs/Knowledge-of-English-language-learning/ESOL-principles/Principle-2-Identify-the-learning-outcomes)**: Identify the learning outcomes including the language demands of the teaching and learning.** *What language do students need to complete the task?* *Do students know what the content and the learning outcomes are?*  ***Plan*** to teachlanguage needed to complete a task. For example, *ELIP* [Foundation Stage Oral Language](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Primary-Resource/Foundation-Stage) *5a and b (can listen for simple detail)* has suggested teaching components, sample strategies and examples.  Make full use of songs, rhymes, poems, raps, and audio resources. Listening posts and stories with visuals and audio to listen to at home give opportunities for learners to increase listening mileage independently.  Set up communicative activities such as [picture matching](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-strategies/Picture-matching) and [barrier games](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Barrier-exercises) so learners have the opportunity to speak and listen in pairs, rather than risk making mistakes in front of the whole class.  [Picture dictation](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-strategies/Picture-Dictation) uses visuals to confirm understanding.  Use [listening strategies](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-strategies) to check comprehension. Nodding and smiling doesn’t always mean that a student understands. |
| Listening - Foundation | | | |
| I understand better when someone speaks slowly and clearly.    I need speakers to pause, check my understanding and say again if necessary.    I find it easier to understand in a 1:1 situation.  Talk-accompanied visuals, real materials, modelling and hands-on activities help me understand and learn vocabulary.    Facial expressions and gestures, showing and pointing help me understand.  I may understand better if someone explains in my first language.  Bilingual support and resources e.g. picture dictionaries/translation tools may help me learn. | I am learning words in everyday topics:   |  |  | | --- | --- | | * family * class routine * colours * shapes * feelings * animals * weather * clothes * sports/hobbies * places in town | * classroom objects * days of the week * numbers * body parts * house * food/drink * seasons * months/times * daily routine * transport |   *(I continue to learn, consolidate and expand this vocabulary in Stage 1 and 2*)  I show that I understand new words in context and through vocabulary activities e.g. picture matching.  I understand some content-carrying vocabulary in context.  I understand one or two words of te reo Māori in context. | I may respond with silence because: I don’t understandI need more time to thinkI am not confidentI don’t yet know what to sayI’m afraid I may be wrong   I **need** wait time to process language.  I need careful scaffolding and plenty of varied recycling and revisiting.    I follow simple classroom routines, especially when they are accompanied by action and visual cues.  I respond to simple instructions once I am familiar with the language used.  I use body language to indicate that I do or don’t understand e.g. bright eyes, facial expression, shaking head, pointing. | I understand single words and short, simple utterances e.g. …*on the table…*    I understand simple, repeated everyday groups of words (formulaic chunks) e.g. *How are you? Come sit with me.*    I understand and can follow some basic instructions e.g. *Get your bag.*  I understand simple questions e.g. *Have you got a pencil, Talia?*  I more readily understand language related to familiar contexts, especially when supported by visuals. |
| Listening - Stage 1 (can take a year or more to achieve the stage with a focus on academic language) | | | |
| Different ways of communicating help me understand e.g. visuals, actions and gestures, talk-accompanied viewing and reading, real materials.    I understand enough language to interact with peers and teachers and build social relationships.    I understand simple digital content e.g. audio and video stories and texts, which I can listen to at school and at home.    Talk-accompanied visual prompts support my understanding e.g. photos, diagrams, quick drawings, picture story boards.    Bilingual support and digital and print resources may help me learn. | New vocabulary that I need e.g. topic vocabulary is identified. With support, I learn and consolidate these words.    I continue to learn the commonly used vocabulary listed in Foundation e.g. animals, transport in everyday contexts.    I use my knowledge of words to participate in listening activities e.g. retelling, listening grids, barrier games.    Songs, rhymes, poems and raps with repeating patterns help me learn vocabulary and language structures.    I understand some commonly used slang and idioms e.g. *Cool!* *Cross your fingers* when they are explained.  I understand a few words of te reo Māori when used in context.    I understand clusters of ideas in **familiar** curriculum contexts, when scaffolded. | I continue to need wait time to process language.    I understand clear, deliberate speech using longer utterances of simplified language, with key ideas rephrased if needed.    When I don’t understand, I am able to indicate this and ask.    I understand the use of gestures, facial expressions and changes in volume and tone of voice.    I notice some differences between words that sound similar e.g. *are/our, pin/bin*. | I understand short, simple sentences.    I follow and complete tasks when given clear instructions, repeated and reworded if needed.    I understand a range of language structures in context including:   * compound sentences (*and/but*)  e.g. *I ate popcorn and she ate chocolate* * simple present and past tenses * singular/plural * posessives e.g. *my, their* * structural words e.g. *in, at, on* * a range of adjectives and adverbs * sequential connectives e.g. *next, after*   I demonstrate my understanding of new structures through responding to spoken text, and in listening activities such as picture dictation and games. |

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| **Interpersonal**  Listening to… | **Content (vocabulary)**  What do I understand? | **Delivery**  How do I act? | **Language structures/grammar**  What do I understand? |  | **Teaching strategies and suggestions**  **Identify the learning outcomes including the language demands of the teaching and learning.** The [ELLP support for teaching and planning](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions/Using-the-ELLP-matrices-information) online resource shows teachers planning support for ELLs as part of their programmes.    ***Plan***language support. For example, [ELIP Stage 2](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Primary-Resource/Stage-2) *Oral Interaction 4a, 4b, 4c, 4d* (can listen, respond and give a description) has suggested teaching components, sample strategies and examples.  Continue modelling language and explaining word meanings and word group structures.    Teach grammar in context through targeted activities e.g. [verb story](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Writing/Verb-story) using curriculum content and grammatical points arising from students’ work.    [Listening dictation](https://docs.google.com/document/u/0/?tgif=c) helps with learning and consolidating language.  **Maintain and make explicit the same learning outcomes for all learners.**  [Activating prior knowledge](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Thinking-and-metacognition/Activating-prior-knowledge) - tapping into what students already know helps with the learning process and recognises what they bring.  Activities such as [information gap](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Split-information-information-gap) and [viewing guides](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-strategies/Viewing-guides) allow content to be differentiated but the context to be the same.  [Listen up](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-strategies/Listen-up) can be used with a whole class to identify the main ideas in a text. It can also be used to recycle and consolidate vocabulary.  Within one class, different language levels can be catered for by using texts on the same topic but at different levels with activities such as [dictogloss](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Dictogloss).  **Begin with context embedded tasks that make the abstract concrete.**  ***Plan*** experiential learning and authentic tasks to teach specific vocabulary and language. For example, [ELIP Stage 2](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Primary-Resource/Stage-2) *Oral Interaction 6a, 6b, 6c, 6d* (can listen, respond and outline a procedure) has suggested teaching components, sample strategies and examples.  A [graphic organiser](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Thinking-and-metacognition/Graphic-organisers) is a visual aid used to help students think about and use text patterns and structures. Graphic organisers can also be used to record prior knowledge about a topic or section of text.    [Cultural Diversity in the Classroom](https://nzcurriculum.tki.org.nz/Curriculum-resources/Media-gallery/Cultural-diversity/Cultural-diversity-in-the-classroom) describes an inquiry around *adornment* - giving the chance to **plan** experiences and authentic tasks to teach specific vocabulary and language.    **Ensure a balance between receptive and productive language.**  Set up activities that use listening, speaking, reading and writing skills  e.g. [running dictation](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Running-dictation) |
| **Listening - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| Scaffolded listening opportunities (including digital) support me to learn vocabulary and language structures, and make meaning.  Talk-accompanied visual prompts continue to support my learning.    My understanding enables me to participate more confidently in group and class work.    I understand longer passages of speech e.g. texts read aloud or recorded audio.    I may benefit from continued bilingual support and resources.    I value being supported and encouraged to use my bilingual skills for my own learning and to support peers. | With guidance, I identify and learn key topic and other curriculum vocabulary.    I understand information about personal and school events e.g. the weather forecast, school camp, sports day.    I understand conversations on an increasing range of familiar topics e.g. sports, favourite food.    I show my understanding of words in listening contexts and activities e.g. barrier exercises, running dictation, dictogloss.    I understand an increasing number of commonly used colloquial expressions e.g. *Give it a go, Take a break.*    I understand several te reo Māori words and phrases in context.    I understand and can participate in most class learning, especially when language and vocabulary are scaffolded and supported. | I understand longer passages spoken at normal speed in a range of familiar contexts.    I understand extended speech in an unfamiliar context that has pauses/wait time or is explained and discussed.    I can follow more complex directions e.g. about how to get somewhere or a science experiment.    I understand the cultural meanings of body language including eye contact and gesture.  I understand prosodic features (pitch, volume, tone, intonation and pace).  I notice differences between close sounding word pairs and groups e.g. *hear/hair, chair/cheer, sign/sigh.*  I understand an increasing range of accents, spoken at a natural speed. | I understand more complex sentences e.g. *Because his pie was cold, he heated it in the microwave.*    I easily understand a sequence of routine instructions and explanations e.g. when my teacher asks me to do two or three things.    I understand the use of a variety of grammatical structures in context e.g.:   * regular and many irregular verbs * comparatives e.g. *larger, smaller* and superlatives e.g. *largest* * agreement of subject and verb e.g. *I eat, she eats* * a, an, the, article omission e.g. *He likes sugar* (not *a* or *the* sugar) * relative clauses e.g. Add the fruit, *which was cut up earlier*, to the mixture.     I demonstrate my understanding of new grammatical structures in a range of ways, including in listening activities e.g. dictogloss, information gap exchanges. |
| **Listening - Stage 3** (generally too advanced for learners in Years 1-4) | | | |
| I understand longer passages of natural speech in familiar and unfamiliar contexts with or without visual support e.g. talks by visiting speakers.  I understand detailed instructions related to curriculum learning, and participatory games and activities.    I notice a speaker’s choice of words and their intention or purpose.    I can follow the meaning when a number of people are conversing e.g. in a class discussion.    I value being supported and encouraged to use my bilingual skills in my learning and using these to support others e.g. cultural ambassador or buddy. | I understand most curriculum content with well-scaffolded delivery.    I understand an increasing amount of topic and subject-specific vocabulary.  I draw on my growing knowledge of language to understand new forms of familiar words e.g. prefixes and suffixes - ***un****likely, prevent****able****, owner****ship****.*  I understand a range of words with multiple meanings e.g. *table, right, bank*.  I understand a wide range of synonyms e.g. *happy/delighted/pleased.*    I understand more and more figurative language such as puns and metaphors when explained e.g. *She’s a night owl.*    My understanding of te reo Māori words and expressions is equivalent to my classmates’ understanding. | I understand longer passages of speech spoken at a natural native-speaker pace in most contexts and can summarise the main points.  I understand English spoken in a range of accents and delivery modes.    I understand extended speech without visual support e.g. audio texts - podcasts, audio books, audio interviews.    I understand the **purpose and effect** of a range of non-verbal language features (throat clearing, gasp etc.) and body language, including eye contact and personal space. | I understand more complex and higher-level thinking language e.g. the language of content in curriculum topics.    I understand a variety of language structures, including:   * conditional structures (if…then) e.g. *If you turn the handle too far, then the timer will jam.* * passive forms e.g. …*is made of…* * adverbial clauses e.g. adverbial clauses of reason - *Use a chalk mark on the material so that the stitching is straight.* * a wide range of connectives e.g. *otherwise, meanwhile.*     My understanding of oral language structures and my growing listening capability transfers to my speaking, reading and writing. |

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| **Interpersonal**  Speaking with… | **Content (vocabulary)**  What do I say? | **Delivery**How do I speak? | **Language structures/grammar**How do I form sentences? |  | **Teaching strategies and suggestions**  [**ESOL principle 3**](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/Making-language-and-learning-work/DVD-3#9)**: Maintain and make explicit the same learning  outcomes for all learners.** *How can I make the lesson comprehensible to all students?*  *How can I plan the learning tasks so that all the students are actively involved?*  *Do my students understand the learning outcomes?*  **Plan** experiential learning and authentic tasks to teach specific vocabulary and language features e.g. positional language, prepositions, pronouns. [SELLIPS Years 1 & 2](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS) (pg. 10) scaffolded activities that focus on oral language skills using descriptive language.  Consider social language needs. Use communicative tasks to teach and practise the language students will need to make and maintain friendships. Class peers can help.    Provide scaffolded language exemplars to support expression e.g. through the use of [speaking frames](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies/Speaking-frames)    Frequent opportunities to recycle and revisit language help consolidate language learning e.g. [picture matching](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-strategies/Picture-matching)  [**ESOL principle 4**](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/Making-language-and-learning-work/DVD-3#6)**: Begin with context-embedded tasks which make the abstract concrete.**  Organise talk-accompanied learning experiences and trips to places outside the learner’s experience e.g. beach, bush, farm.  [**ESOL principle 5**](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/Making-language-and-learning-work/DVD-3#7)**: Provide multiple opportunities for authentic language use with a focus on students using academic language.**  *Is the language focus on key language? Do I make sure the students have many opportunities to notice and use new language?*  Introduce specific vocabulary, such as topic vocabulary, in advance. Learners need to understand new vocabulary and concepts deeply. Consider asking the family to discuss and explain new concepts in their first language.    Provide frequent opportunities for learners to ‘try out’ language e.g. with a partner, to assist with consolidation and recycling of language. Utilise word walls and charts for learners to refer back to.  [Think, pair, share](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies/Think-pair-share) provides opportunities for practising and polishing language. It needs no preparation and can be used across all learning areas.    *Pasifika dual language books teacher support materials* [Video 8: Making connections between oracy and literacy](http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Pasifika-dual-language-books/Teacher-Support-and-PD-Materials) unpacks ways of teaching vocabulary in meaningful chunks and the concept of collocation – what ‘just sounds right’ to a native speaker.    Identify **and address** unclear pronunciation.    *Learning through Talk: Oral language in Years 1 to 3 (pgs. 51-60)* details instructional strategies to develop oral language across all curriculum areas.  [Te Whāriki Online](https://tewhariki.tki.org.nz/en/teaching-strategies-and-resources/communication/talking-together/talk-information/bilingual-and-multilingual-language-pathways/) - supporting bilingual/multi-lingual learners. |
| **Speaking - Foundation** | | | |
| I copy simple language that has been modelled e.g. My name is…    I am learning the social language I need to participate in the playground and in the classroom.    I speak a few words with the teacher or a partner one-on-one or in a small group if encouraged and supported.    If there are staff or peers who share my first language, I may talk through my ideas with them to help my understanding. | I use everyday interpersonal words and expressions e.g. greetings and farewells, please, thank you, sorry, excuse me.    I can share basic information about myself, including information about my family, previous school and where I live and come from.  I can share my basic needs and wants.  I am learning to use question words e.g. *who, where, when.*    I use a range of words that I am learning – topic words and daily use words – with support e.g. colours, family, classroom objects/routines.  I am learning to combine adjectives and nouns e.g. *big car.*    I join in with songs, rhymes and poems, learning to say the words in rhythm.    I am building confidence in using content-carrying words, including topic/inquiry vocabulary. | I may respond with silence because:   * I don’t understand * I need more time to think * I am not confident * I don’t yet know how to answer * I’m afraid I may be wrong     I **need** wait, think and prepare time before I speak.    I sometimes use main idea words and leave out structural words.    I may use gestures - pointing, nodding, smiling, shrugging - instead of speaking.    I express wants/needs, likes/dislikes, yes/no, mostly as single words or simple word groups.    Many English words and sounds may be strange and challenging for me to say. I may approximate sounds, if the English sounds don’t exist in my language. | I use single words and simple, often-used everyday groups of words (formulaic chunks) e.g. *How are you?*    I repeat/copy groups of words I hear often e.g. *Can I go to the toilet please? I’m good, thank you.*  I make simple statements e.g. *I am…, this is****…***    I give simple instructions.    I ask and answer simple questions.    I am learning high frequency words e.g.:   * nouns * singular/plural forms * conjunctions e.g. *and, but* * high frequency adjectives (describing words) e.g. *big* * *be, is/are, has/have* * verbs (action words) * prepositions of location and direction e.g. *in, on, at, to* * pronouns e.g. *I, he, she, they, it* * articles (*a, an, the*) |
| **Speaking - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I use language that has been modelled and re-encountered multiple times.  I use basic social language well to communicate in everyday contexts.    I speak more confidently with others, in the playground and in class.    I participate in short, simple conversations on topics of personal interest and classroom learning.    I take turns in partner/small group discussions.    I am beginning to participate in class discussions.    I may continue to rely on clarification in my first language. | Context specific vocabulary that I need is identified. With support, I learn and consolidate these words.    I need recycling strategies to consolidate learning new words and word groups.  I use simple time markers accurately e.g. *yesterday, now, next week, today.*  I use a range of question words confidently.    Songs, rhymes, poems and raps continue to help me learn vocabulary and language structures.    I can use language for important practical purposes e.g. say I’m not well and describe symptoms.    I use one or two words in te reo Māori.    I am confident to ask for help/ask for clarification when I don’t understand.    I retell texts I listen to and read with increasing detail, expressing text vocabulary and ideas. | I may be hesitant when speaking and not have the confidence to volunteer.  I continue to need wait, think and prepare time to formulate what to say.    I may pause and hesitate sometimes when speaking.  I often use a set of simple words (circumlocution) instead of specific vocabulary, which I do not know yet.  I am beginning to differentiate between some words that are close in sound e.g. *are/our, pin/bin* which helps my pronunciation become clearer.    I pronounce most English words that I use so others can understand. | I speak confidently using short simple sentences, especially when using well-practised structures.    I use compound sentences *(and/but)* e.g. *I ate popcorn and she ate chocolate.*    I use subject-verb-object structure correctly e.g. *I ate toast.*    I am learning and using high frequency words such as:   * prepositions e.g. *in, at, on* * posessives e.g. *my, their* * a range of adjectives and comparatives e.g*. better, faster* * simple adverbs (*-ly*) * sequential connectives e.g. *next, after*     I usually use present and past tenses at the right times. (I may overgeneralise verb rules e.g. –ed for irregular verbs *I sitted).* |

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| **Interpersonal**  Speaking with… | **Content (vocabulary)**  What do I say? | **Delivery**How do I speak? | **Language structures/grammar**How do I form sentences? |  | **Teaching strategies and suggestions**  **Know your learner.** Send home information about a topic e.g. solar system in advance so whānau can discuss context and vocabulary in their home language to deepen understanding of concepts and language.    Involve bilingual learners in using their language skills in practical contexts as well as academic contexts e.g. language ambassadors, buddies.    [Hot potato](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Thinking-and-metacognition/Hot-potato) is useful for activating prior knowledge and vocabulary. It can also be used as a review tool.    *Pasifika dual language books teacher support materials* - [video 2: Bilingual and biliterate](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Pasifika-dual-language-books/Teacher-Support-and-PD-Materials) explores how heritage language maintenance supports English language acquisition.    **Maintain and make explicit the same learning outcomes for all learners.**  [SELLIPS](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS) presents ways teachers can scaffold learning for students at varying stages of English proficiency.    Provide differentiated support for learners e.g. through the use of appropriately adapted  [speaking frames](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies/Speaking-frames).    **Ensure a balance between receptive and productive language.**  A [running dictation](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Running-dictation)  engages reading, writing, listening and speaking skills. It can be used in a variety of contexts, including for reinforcing those ‘little’ words e.g. helping verbs, articles that are sometimes overlooked by students.  **Provide multiple opportunities for authentic language use with a focus on students using academic language.**  [Disappearing definition/vanishing cloze](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies/Disappearing-definition-and-vanishing-cloze) is useful for noticing correct grammar and modelling texts.    [4-3-2](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies/4-3-2)  is a useful technique for developing oral fluency – it provides opportunities for recycling, practising and polishing language.    In a [barrier exercise](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Barrier-exercises), students work in pairs to complete an information gap activity. Each student has information which the other must obtain in order to complete a task. This may be a map, drawing, table, graph, crossword, text or an actual task using real objects, etc.  [Shared dictation](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies/Shared-dictation) helps students to practise speaking clearly and can be used to revise recently learned vocabulary and structures.  [Ask and answer](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Ask-and-answer) enables learners to tap into and share their own knowledge.  An [information transfer](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Information-transfer) task enables spoken or written texts to be put into another form e.g. chart, grid, picture, table, diagram – or vice versa.  **Resources and adaptable activities:**  [ELLP support for teaching and planning online resource](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions)    [Learning through Talk](https://literacyonline.tki.org.nz/Literacy-Online/Learning-about-my-students-needs/Knowledge-of-literacy/Oral-language) effective practice resource, available in schools or order from Down the Back of the Chair    [Speaking strategies](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Speaking-strategies)  [Listening and speaking strategies](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies) |
| **Speaking - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I use spoken language in meaningful contexts with more confidence and complexity.    Recycled language and learning opportunities (including digital) support my spoken language growth.    I can join in with a group, and my growing language fluency enables me to work more collaboratively with others.    I initiate communication more confidently and independently.    I express reasons and justify ideas on familiar topics.    I can talk about my goals, dreams and future plans.    I can negotiate disagreements e.g. *explain a point of view.*    I am able to participate in class discussions and express myself clearly in most classroom contexts. | I use an increasing range of vocabulary and give detailed responses.  I have the language to carry out daily interactions confidently e.g. *buy something, make a phone call.*    I talk about experiences e.g. what I like to do most, and describe personal and meaningful events e.g. *a family wedding.*    I use some idioms/colloquial expressions  e.g. *as easy as ABC, busy as a bee.*    I use some words in te reo Māori in context.    With guidance, I am learning and using a range of academic vocabulary.    In **academic** contexts I can:   * ask different kinds of questions * give an instruction * give an opinion * add to the ideas of others * explain a problem e.g. maths strategy     I retell main points from listening/reading with increasing detail. | I pronounce most words clearly so that others understand. Some heritage language pronunciation differences may be detectable.    I use English expressively, developing pitch, volume, tone, intonation and pace (prosodic features) to convey meaning.    I talk clearly and confidently and my speech flows more smoothly and meaningfully.    I make distinctions between words that sound alike e.g. *rabbits/rapids/wrappers.*    I ask questions to clarify meaning e.g.  *Do you mean.*..? *Is that the same as*…?    I can keep a conversation going by ‘to and fro’ talking and showing that I’m listening e.g. *of course, I agree, Really?*    I use my growing vocabulary knowledge to express myself and my ideas in greater detail. | I use ‘standard’, well-structured English in most contexts.    I use a variety of different sentence structures - simple, compound, complex.    I use a variety of structures including:   * countable and uncountable nouns e.g. *rain, flour* are uncountable * comparatives (e.g. *better*) and superlatives (e.g. *best*) * connectives e.g. *next, in order to* * pronouns e.g. *he, she, they, it* * a, an, the, article omission e.g. *He likes sugar* (not *a* or *the sugar*) * contractions e.g. *won’t* * adverbial word groups e.g. *in the middle, under my feet*     I use a range of verbs/tenses including:   * imperative e.g. *Go!* * present progressive e.g. *He is eating* * simple past regular e.g. *I talked* * simple past high frequency irregular e.g. *They came late* * simple future e.g. *I will find her.*   My subject and verb are usually right for each other e.g. *I eat, she eats.* |
| **Speaking - Stage 3** (generally too advanced for learners in Years 1-4) | | | |
| I use more complex and sustained language.  I initiate and participate in conversations fluently and confidently and can sustain a conversation.    I use my language confidently in a range of academic contexts and can participate in an in-depth conversation on a topic I have studied or know well.    I extend my own or other students’ ideas when appropriate.    I present engaging recounts, narratives and explanations appropriate for the audience.    I give detailed instructions related to curriculum learning, and in participatory games and activities.    My ability to infer and follow logical threads of meaning means I can participate in complex interactions. | I use a wide range of topic and context specific vocabulary to express and understand curriculum contexts.  My expanded vocabulary enables me to talk fluently about a range of experiences and events in my everyday life.    My word choices are appropriate for topic, purpose and audience.    I use figurative language such as puns and metaphors, although I may need support to understand e.g. *She’s a night owl.*    My use of te reo Māori is equivalent to my classmates’ use.  I use language to exemplify and generalise e.g. *My research shows that…For these reasons we must protect the oceans…*    I can pass on detailed information reliably. | I pronounce most words clearly with increasing accuracy and fluency.    I use prosodic features (pitch, volume, tone, intonation and pace) confidently.    If I pause, it is done for effect or to think about more complex ideas, not because I don’t know how to say it.    I ask a range of questions to clarify meaning and probe ideas.  I check my own interpretation through paraphrasing or summarising e.g. *Do you mean that…*  I use features of natural ‘short-form’ spoken language e.g. saying “*Coming!*” instead of “*I am coming*”.    I use voice and gesture to enhance the impact of what I say e.g. when telling anecdotes to entertain or inform. | I use increasingly varied and complex language structures in ‘standard’, well-structured English, with few inaccuracies.    I use a range of verbs/tenses including:   * past progressive e.g. *He was eating* * passive e.g. *The book was found* * some irregular past e.g. *sink/sank* * future (going to) e.g. *I’m going to go* * gerunds e.g. *Cooking is fun* * infinitives e.g. *I wanted to go*     I use a variety of structures, including:   * conditional structures (if…then) e.g. *If you turn the handle too far, then the timer will jam.* * adverbial clauses e.g. adverbial clauses of reason - *Mix the ingredients so that they are well combined.*   I am usually able to recognise when I have made a mistake and self-correct. |

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| **Topic development**  What I read | **Language structures/grammar**  Sentences I read | **Vocabulary**  Words I read | **Layout**  How the book/text looks |  | **Teaching strategies and suggestions**  [**ESOL principle 6**](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/Making-language-and-learning-work/DVD-3#8)**:** **Ensure a balance between receptive and productive language.** *Are the students using both productive (speaking, writing) and receptive (listening, reading) language in this lesson?* *Talking* before, after and during reading is important. *Spend longer with new texts* and link texts that relate together - topic content and text type.   **Know your learner.**  Try to understand how other languages are different from English. This can give you insights into students’ errors and help you to prompt them to notice these differences.    Consider whether the family needs assistance to join the local library.  Use bilingual texts and incorporate elements of a learner’s first language where possible e.g. [Pasifika dual language books](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Pasifika-dual-language-books). Join the [ESOL Online community](http://esolonline.tki.org.nz/ESOL-Online/Community) for recommendations of websites with texts in other languages.    The three aspects of literacy acquisition: decoding, making meaning and thinking critically are unpacked in [Effective Literacy Practice Years 1-4](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-1-4).  Check that learners are **making meaning** from a text before moving on.  [Ready to Read Phonics Plus](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Instructional-Series/Ready-to-Read/Ready-to-Read-Phonics-Plus) supports the explicit teaching of word recognition, knowledge and skills.  **Provide multiple opportunities for authentic language use.**  Cut up texts and visuals and use before and after reading. [Matching exercises](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary/Matching-exercises-or-vocabulary-revision-activities) help with consolidating new language.  Set up guided and shared reading opportunities, like those outlined in [SELLIPS](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS).    Use [Reading activities](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading) as an opportunity to notice *and recycle* new vocabulary.    Set up independent reading opportunities outside school time e.g. at home after school, over holiday breaks.    Connect with whānau/community support providers and offer training and resources so they can also read with learners.    **For older learners**:   * seek advice from experienced teachers of the early stages of reading to support Foundation/Stage 1 learners * recognise and incorporate what the learner already knows and has experienced * primarily use factual texts – these can be simple yet offer quality content growth * select engaging and age-appropriate fiction and factual texts at suitable difficulty level * identify significant differences in language structure and script. Explaining these differences to the learner as a next step is very useful. |
| **Reading - Foundation** | | | |
| I read supported short texts that have:   * one or two simple ideas * mostly high frequency words * lots of repeating word patterns * support from visuals - photos, drawings, diagrams   Talk-accompanied reading supports me to learn how to read the words and understand what I read. Talking about the visuals and connecting these to the written words supports my learning.  With visual and talk-accompanied reading support, I can respond to simple questions about what I read.    I am learning to recall and share some ideas from the text, with prompting and support e.g. talking, pointing and finding. | I can follow a simple text being read to me:   * short and gradually expanding sentences * grammatically simple sentences   I read short sentences with repeating word patterns e.g.  *I am too big for my jeans.*  *I am too big for my T-shirt.*  *I am too big for my shoes.*  *I am too big for my bike.*    I am learning to read simple texts with:   * the highest frequency vocabulary * a small collection of ideas   I use visuals to help me understand texts and to learn new words.    I am moving from word-by-word reading to more fluency and flow, noticing punctuation and modulating my voice accordingly. e.g. voice rising at the end of a question. | I need many content carrying words explained and shown in concrete ways, before and during reading.    With help, I learn and practise new words arising in the text.    I read many of the highest frequency words.    With support, I can use a picture dictionary to look up words and understand them.    I am developing letter and blend knowledge - phonemic awareness (ability to hear, identify and manipulate sounds).  Reading together at a pace that is slow and deliberate, and pointing to words as I/we read, helps me understand and builds my fluency. Audio-recorded support is helpful to me. | I am learning about concepts of print. I know that in English:   * letters make words, and letters stand for the sounds we say * we read from left to right, top to bottom * written text contains a message * there is a 1:1 match between spoken and written words * sentences start with a capital letter and end with a full stop or other punctuation form * visuals convey meaning, often closely linked to the written text   Texts are minimal in length and sentences are short and grammatically simple.  Visuals support the text.  **Foundation Stage reading guide:** Emergent level, Magenta\* |
| **Reading - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I read short texts with simple repeated ideas and a simple order (sequence).    I use the text visuals to help me understand the text.    I reread familiar texts to increase accuracy, fluency and understanding.    Talk-accompanied reading supports my reading fluency and understanding and helps me connect the content to what I already know.  I am learning to read a variety of fiction and factual texts.  I’m learning to scan the text (e.g. title, headings, visuals) to get a sense of the text organisation and what the text is about.    I answer longer/more detailed questions about the text.    I retell the main ideas with more detail and less prompting.    I make some inferences using the words and the visuals. | I read simple and compound sentences joined with *and/but* and other conjunctions.    I understand sentences with varied beginnings.    I am beginning to recognise and understand tense markers, e.g. *the day before, tomorrow,* and past, present and future verb forms.    I understand tenses with more than one part e.g. *came to meet, was painting*.    I read and understand punctuation in a text e.g.  , *. !   “---”*    I am learning to read with expression.  I am continuing to develop fluency and flow when reading, with the support of good modelling.  With support, I am able to understand texts that have multiple ideas and more information. | I read texts with:   * a larger range of the highest frequency words * an increasing range of context specific low frequency words     I continue to need the meaning and structural use of new words explained.    I am learning ways to **remember** and use new vocabulary that I learn from my reading.  I am learning to use a dictionary (older learners) or glossary.    I am starting to understand word families (*baked, baking, bakery, baker*).    I am developing an awareness of synonyms (*big, huge, large*).    I am continuing to develop phonemic awareness.  Reading helps me develop a larger vocabulary and supports speaking, and spoken language supports reading. | **Stage 1A**   * repeating word patterns * simple present tense     **Reading guide:** Red\*  **Stage 1B**   * ideas presented in sequence * varied sentence beginnings * some direct speech * simple present and past tense     **Reading guide:** Yellow, Blue\*    **Stage 1C**   * variety of sentence beginnings * simple and compound sentences     **Reading guide:** Green, Orange\*  **Stage 1D/2A**   * little repetition * support from visuals * simple, compound, complex sentences * prepositional phrases e.g. *in the car* * more use of adjectives * some lower frequency words     **Reading guide:** Turquoise\*  **\* with good comprehension** |

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| **Topic development**  What I read | **Language structures/grammar**  Sentences I read | **Vocabulary**  Words I read | **Layout**  How the book/text looks |  | **Teaching strategies and suggestions**  The [ELLP Support for Teaching and Planning online resource](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions/Completing-the-ELLP-matrices/Primary) reading slides have key messages about reading.   **Know your learner.**  Choosing [differentiated texts](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Differentiated-texts) allows teachers to take into account learners’ interests, cultural capital and language proficiency.  Help learners make connections with their prior knowledge. *Pasifika dual language books teacher support materials* [Video 6: Connecting schema](http://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Pasifika-dual-language-books/Teacher-Support-and-PD-Materials).  Identify and address issues that are apparent in reading aloud (often also present in speaking) e.g. adding/leaving out word endings.  ***Plan*** language support. For example, [ELIP Stage 2](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Primary-Resource/Stage-2) *Reading, understanding and responding 12a, 12b, 12c, 12d* (can read, understand and respond to a procedure) has suggested teaching components, sample strategies and examples.    **Provide multiple opportunities for authentic language use.**  Frequent opportunities to recycle and revisit language help consolidate language learning as detailed in [Effective Literacy Practice Years 5-8](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-5-8/What-we-know-about-teaching-reading-and-writing-in-Y5-8/Expanding-students-vocabulary).    In [Matching exercises](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary/Matching-exercises-or-vocabulary-revision-activities) learners match up two or three items, usually vocabulary words with their correct definition and/or with an illustration.    [Story graphs and story maps](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Story-graph-and-story-map) help students learn the elements of a book.    **Maintain and make explicit the same learning outcomes for all learners.**  Use whole class vocabulary building activities, such as [vocabulary jumble](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary/Vocabulary-jumble).    The [Three-Level Guide](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Three-level-guides) reading strategy builds comprehension by supporting students to read the text closely.    [Reading in four voices](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Reading-in-four-voices) gives students practice in chunking language.  [Anticipatory reading guides](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading/Anticipatory-reading-guides) help students to connect their personal knowledge and experience and think about what they will be reading.  Scaffolded [reading activities](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Reading) allow for support before, during and after reading.  **Resources and adaptable activities:**  [Effective Literacy Practice Years  1-4](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-1-4)  [Effective Literacy Practice Years 5-8](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-5-8)    [ELLP support for teaching and planning](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions) |
| **Reading - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I read **for meaning** different text types e.g. reports, explanations, recounts.  I predict what a text is about.    I retell and talk about a text at an instructional and independent level.    I respond to text-based questions in some detail, with and without the text to refer to.    I locate specific information in a text.  I use context to support working out the meaning of unknown words.    I understand the main ideas and specific information in paragraphs and across a longer text.  I understand, interpret and explain non-linear texts e.g. diagrams, tables, graphs, lists. | I read fluently and for meaning, simple and compound sentences (joined with *and, but*), and shorter complex sentences.    I understand prepositional word groups like *in the car, outside the house.*    I understand modal verbs that imply obligation e.g. ***must*** *practise,* ***might*** *go,* ***should*** *ask.*     I know the meanings of common prefixes e.g. *un-, re-, pre-*    I know the meanings of common suffixes e.g. *-less, -ness, -ful*  I read with fluency and understanding sentences with varied beginnings, embedded clauses and different sentence forms e.g. questions, exclamations, direct and reported speech.  I understand expanded word groups e.g. *a very special* day, ants *moving steadily forward.* | I read texts with:   * a larger range of high frequency words * low frequency words, including topic and technical words, discussed pre- and during reading.     I use phonological, context and word knowledge strategies to work out new words.  I understand an increasing range of less frequently used prepositions e.g. *across, beyond, opposite, underneath, within.*    I have a good understanding of word families *(baked, baking, bakery, baker).*    I understand gradations of meaning e.g. *big, very large, enormous.*    I understand key linking words in a text e.g. *therefore, however.*  I can use a dictionary independently. | **Stage 1D/2A**   * little repetition * support from visuals * simple, compound, complex sentences * prepositional word groups e.g. *in the car* and other structures * more use of adjectives * some lower frequency/ topic specific words supported by the text   **Reading guide:** Purple\*    **Stage 2B**   * some visuals * some topic/technical words * various sentence types including direct speech * sentence beginnings vary * verbs may be complex e.g. *wanted to have*   **Reading guide:** Gold, Junior Journals\*  **\* with good comprehension** |
| **Reading – Stage 3** (generally too advanced for learners in Years 1-4) | | | |
| I read a range of cross-curricular texts with good understanding e.g. maths, science.    I understand the structure of texts e.g. I can follow the organisation and sequence of ideas in factual texts.    I can cross-reference across a text.  I understand the purpose, intended audience and meaning of text, specific to the text type e.g. narrative, report.    I reflect on and critically evaluate information and ideas in the text and can share this.  I can identify and discuss cultural values underlying texts.  I can interpret diagrams and visuals, and link these to the print text.  I draw out theme ideas from texts and make interpretations based on content. | I can independently read more complex texts with fluency and understanding, although I continue to need support to deeply understand more complex texts.  I use my knowledge of prefixes and suffixes to work out word meanings.    I can infer the meaning of a new word from knowledge of stem words and word families, combined with prefixes/suffixes e.g. *tele-port, comfort-able.*    I understand passive constructions e.g. *is joined, are fixed up.*    I understand direct speech e.g. *He said, “I can’t. I’m too afraid.”*    I understand reported speech e.g. *He said that he was afraid.*    I understand complex verbal groups e.g. *wanted to have.*    I understand a wide range of connectives e.g. *otherwise, unless, in order to, so that.*  I pay attention to the prosody (rhythmic pattern) of text and read accordingly e.g. rhythm, modulation, pronunciation, pausing. | I read texts with increasing numbers of lower frequency and technical words, some not easy to infer from context.  My use of dictionaries and thesauruses assists with knowing and learning words.  I understand synonyms (like-meaning words) e.g. *happy, joyful* and antonyms (opposite words) e.g. *blunt, sharp.*    I understand a range of words in English with multiple meanings e.g. *table, right, bank.*    I am developing an understanding of the origins of words – root words e.g. *water: aqua, aquarium.*    I understand increasing numbers of technical words.  I understand a range of idiomatic expressions e.g. *She was over the moon about her new puppy.* | **Stage 2C/3A**   * multi-moded texts – writing, diagrams, tables, illustrations, including online/audio/video texts * topics developed in depth using linking words to connect ideas * varied high frequency words * topic/technical words may not be easy to infer from text * complex sentences can include direct speech and passive voice e.g. *he was remembered*   **Stage 3B** All 3A indicators plus:   * long sentences * some idiomatic language   **Stage 3C** All 3A and 3B indicators plus:   * sentences that require increasing background knowledge to understand text ideas   **Stage 3D/4A** All 3A,3B,3C plus:   * use of more complex sentences, including long sentences with multiple ideas * use of more complex figurative language e.g. similes, metaphors * wider use of idiomatic language * ideas arranged into paragraphs, sometimes using subheadings * variety of structures e.g. embedded clauses   **Reading guide:** School Journals, Connected |

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| **Topic development**  What can I write | **Sentence development** Language structures | **Vocabulary**  Words | **Script control**  Handwriting/Typing | **Editing, spelling, punctuation**  Checking my work |  | **Teaching strategies and suggestions**  **Refer to ‘Where to next’ sections for writing in** [**ELLP booklets**](http://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions#ELLPBooks)**.**  **Know your learner.**  Encourage bilingual learners to write in their heritage language  [Digital bilingual stories](http://elearning.tki.org.nz/Teaching/Future-focused-learning/Digital-stories/Bilingual-digital-stories).    **Provide multiple opportunities for authentic language use.**  Provide a lot of opportunities for:   * talk * building of words and ideas before writing * writing from context and text * writing linked to curriculum and language experiences     For older learners, identify significant differences in language structure and script e.g. Japanese does not use articles, and Korean script sits on the line, not below like *g,p.*    **Maintain and make explicit the same learning outcomes for all learners.**  Involve learners in activities such as labelling items and simple cloze exercises.  [Modelling](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Writing/Modelling) makes learning visible by providing a model of good writing and explicitly highlighting linguistic and language features.  A [graphic organiser](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Thinking-and-metacognition/Graphic-organisers) helps learners think about and use text patterns and structures as well as recording prior knowledge.    [Writing frames](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Writing/Writing-frames-or-text-frames) provide a language structure scaffold that supports learners as they write so that they can concentrate on their content.    Other scaffolded [Writing strategies](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Writing) can be used across all curriculum areas.    Offer specific and regular feedback/feed forward on writing. Conferencing is a great time to **explain** language and to provide **repetition opportunities** to consolidate new language.    Select high interest texts with appropriate difficulty which support curriculum learning areas.  [**ESOL principle 7**](http://esolonline.tki.org.nz/ESOL-Online/Learning-about-my-students-needs/Knowledge-of-English-language-learning/ESOL-principles/Principle-7-Include-opportunities-for-monitoring-and-self-evaluation)**:** **Include opportunities for monitoring and self-evaluation.**  *Am I using ‘think alouds’ to show students my strategy use? What opportunities are there for reflection and self-evaluation?*  [Checklists and peer editing](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Writing/Checklists-and-peer-editing)  specifies language features, structures, spelling, punctuation or grammatical features which the student needs to check that they have used in their writing. |
| **Writing - Foundation** | | | | |
| I copy words and some sentences.    I may use words from my first language in my writing.    I write 2-3 simple ideas that I can construct orally, with scaffolded support.    Writing exemplars, modelling, visuals and word cards help me write.    I record my experiences into printed words with support.    I am learning how to organise my ideas e.g. using frameworks or scaffolded sentence structures. | I write short, simple sentences with support.    I say my sentences out loud before I write them.  I link short word groups to express ideas e.g. I went / to school / in China.  I am learning basic verbs.  I use mostly present and simple past tense.    I am learning to use:   * articles (*the, a*) * pronouns (*I, he/she, they*)   With scaffolding (e.g. sentence starters) I write simple sentences, based on my own experiences and scaffolded topic input. | I use mostly high frequency words.    I use some topic-specific vocabulary (especially older learners).  I record new words as they arise in my listening, speaking and reading, or they are recorded for me.    I correctly write words that I use and read very often.    I use my letter/sound association knowledge to write new words that are phonologically simple. | I know about or am learning:   * to form letters correctly * to space letters and words * upper- and lower-case letters * to focus on letters that confuse me e.g. *b,d,p,q* * to write digits and numbers as words * to use upper- and lower-case letters correctly in sentences   *Note: Students may have good script control from their first language.*  I know that English writing goes from left to right and top to bottom.  I am learning the English alphabet and layout on a keyboard, including upper- and lower-case letters. | I can look at writing I have copied e.g. ‘*writing under*’ and check it for accuracy.    I need help to check my work for meaning, structure and vocabulary.    I try to spell words as they sound.    I am learning to use capital letters and full stops in the right places. |
| **Writing - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | | |
| I write longer texts – six or more sentences.    I am learning to plan and organise my ideas according to topic, purpose and audience.  I add supporting sentences and word groups to my main ideas.    I write ideas in logical sequence.  Writing exemplars, modelling, visuals and word cards continue to help me write.    I am learning to vary my writing for different purposes e.g. instruct, describe, narrate, explain, give an opinion. | I write simple sentences independently.    I write compound sentences joined with connecting vocabulary e.g. *and* and *but.*    I am learning to write complex sentences e.g. *My whānau hug me before I leave the house.*    I have increasing control over word groups in my writing.    I am learning to use simple present, past and future tenses.    I am learning to use the verbs be (*am, are, is, was, were*) and have (*has, have, had, will have*).  I use plurals and reflect this in verb forms e.g. *the boy has/the boys have.*    I am learning to write ‘tighter’ sentences with expanded structures e.g. *The tall, blond boy yelled loudly.* | I continue to expand my vocabulary knowledge – both high frequency and low frequency words.    I write with increasing confidence about topics that interest me e.g. sports/hobbies, and scaffolded curriculum topics.  Vocabulary that I need is identified e.g. curriculum vocabulary. With support, I learn and consolidate these words.  I include increasing numbers of topic-specific words in my writing when well-scaffolded.  I extend a noun or verb by adding adjectives and adverbs.  I use time sequencing words and adverbial word groups e.g. *after that, then, later, one day, in the morning.*    Images, word cards and interactive word walls help me remember new vocabulary and make word choices in my writing.    I use some expressive words to create an effect and to convey emotion and feelings. | I form letters correctly, paying attention to size, shape, position and orientation.    I space letters and words accurately.    I write numbers as words correctly.    I use upper case letters at the beginning of my sentences.    I am continuing to learn the correct use of upper- and lower-case letters in sentences e.g. people’s names/place names.  I use the English alphabet keyboard and am learning other text functions, including spell and grammar check. | I am increasingly able to edit my writing **but may not yet know ‘what sounds right’ or is correct.**  I spell many high frequency and familiar topic words correctly – they become automatic to me after saying, reading and writing them many times.    I apply letter sound knowledge to attempt unfamiliar words.    I use full stops confidently at the end of my sentences.    I put a question mark at the end of a question.    I am learning more varied punctuation e.g. ,  ! “…”  I can edit my work with support and based on editing criteria e.g. sense, organisation, word groupings and structure, unnecessary words, punctuation, spelling. |

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| **Topic development**  What can I write | **Sentence development** Language structures | **Vocabulary**  Words | **Script control**  Handwriting/Typing | **Editing, spelling, punctuation**  Checking my work |  | **Teaching strategies and suggestions**  **Provide multiple opportunities for authentic language use.**  Use authentic experiences as the source for writing e.g. science experiments, visiting speakers, pen pals, letters to your local MP.    Continue to encourage and support the use of bilingual skills in planning for writing.    Tap into prior knowledge with [mind mapping](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary/Word-clusters-Maps-and-mind-mapping).      **Maintain and make explicit the same learning outcomes for all learners.**  [Concept circle](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary/Concept-circle) - a visual organiser used to practise new vocabulary or explore a concept.    **Identify the learning outcomes including the language demands of the teaching and learning.**  ***Plan*** language support. For example, [ELIP Stage 2](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/English-Language-Intensive-Programme-Primary-Resource/Stage-2) *Writing 22a, 22b, 22c, 22d* (can write a simple guided persuasive text) has suggested teaching components, sample strategies and examples.    Use feedback to convey information to learners about where and when to use their knowledge and strategies as detailed in [Deliberate acts of teaching](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-1-4/Deliberate-acts-of-teaching) (Effective Literacy Practice Years 5  to 8).    [Dictogloss](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Oral-Language/Listening-and-speaking-strategies/Dictogloss) is a classroom dictation activity. Within one class, different language levels can be catered for by using texts on the same topic at different levels.  [Clines](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Vocabulary/Clines) help learners refine their knowledge of words describing a similar attribute, or shades of meaning.    [SELLIPs Year 7 & 8](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS) pg. 25 has scaffolded activities that focus on the language skills needed to write a recount.      **Ensure a balance between receptive and productive language.**  [Skills flow tasks](http://esolonline.tki.org.nz/Users/Editors-Literacy-English/EF-Files/ESOL-Online-files/ESOL-teaching-strategies/Skills-flow) are designed so that students use all four modalities of language with skills flowing into each other.  **Resources and adaptable activities:**  [Effective Literacy Practice Years 1-4](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-1-4)  [Effective Literacy Practice Years 5-8](https://literacyonline.tki.org.nz/Literacy-Online/Planning-for-my-students-needs/Effective-Literacy-Practice-Years-5-8)    [ELLP support for teaching and planning](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions/Using-the-ELLP-matrices-information)  [Writing strategies](https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/ESOL-teaching-strategies/Writing) |
| **Writing - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | | |
| I write longer texts - eight or more sentences.  I choose more complex vocabulary to include in my writing.    I use paragraphs to organise my ideas.    I write a personal response confidently and independently.    My ideas are linked and organised, guided by planning steps.  I plan and organise my ideas, and make word choices, according to topic, purpose and audience.    I use guided models with confidence to write texts with different purposes e.g instruct, describe, narrate, explain, argue, give an opinion. | I form well-structured sentences and vary my sentence structures.    I use compound and some complex sentences, relying less on simple conjunctions (*and, but)*.    I confidently use a range of sentence beginnings.    I use simple present, past and future tenses more confidently and accurately.    My use of ‘*to be*’ and ‘*to have*’ verbs is correct.    I use relative pronouns e.g. *who, which, that.*    I use some modal verbs appropriately e.g. *might, can, should, will.* | I continue to develop my vocabulary - high and low frequency words and topic-related words.    I use more specific action words e.g. *whisk, blend.*    I use new words in my writing that have been introduced and explored for meaning.  It helps me when words I need are available for reference e.g. on the wall, in a notebook.    I use more descriptive language such as adjectives, adverbs and figurative language like similes and metaphors e.g. *run like the wind.*    My deliberate choice of vocabulary gives my writing a strong personal voice. | My writing is controlled and legible, adhering to acceptable form, position and shape.    I usually use upper- and lower-case letters appropriately in sentences e.g. people’s names/place names.    I use the English alphabet keyboard with increasing fluidity and use a range of text functions. | I can distinguish between homonyms (words that sound the same) e.g. *there, their, they’re, to, two, too* and use these correctly.    Most high frequency words are spelt correctly and with practice I can recall them instantly.    I use punctuation correctly most of the time (.  ,  ! ? “…”)    I use contractions e.g. *can’t, won’t, wasn’t.*    I am starting to edit my work accurately and independently.    I continue to need support to edit for sense, organisation, grammar, spellling, and effectiveness. |
| **Writing - Stage 3** (generally too advanced for learners in Years 1-4) | | | | |
| I write extended texts.    My writing shows attention to topic, purpose, audience and register (use of language differently in different situations).    I show increasing confidence and independence in writing texts with different purposes.  I write responses to texts that show my understanding of both the prompt and the text.  I develop character and theme in narratives.    I plan and sequence procedural texts e.g. scientific texts, product instructions.    I write cohesive persuasive texts about familiar and researched topics. | I construct sentence types appropriate to the purpose, audience and topic.    I use linking words like *however* and *therefore* to develop an argument and shape texts.  I use subordinate clauses using words like *when*, *if, after* e.g. *If we all go outside, we can play.*    I use direct speech e.g. *He whispered, “I’m too afraid.”* and indirect speech e.g. *He said that he was afraid* appropriately and in context.    Appropriate tense is mostly maintained throughout a text. | I choose words from an expanding bank of general, technical and academic vocabulary in a range of curriculum and topic areas.    I can use a range of common abbreviations e.g. in recipes *(tbsp)* and map directions (*NW*).    I can use a number of prefixes and suffixes e.g.***un****likely, prevent****able****, owner****ship****.*    I use a range of adverbs and adverbial phrases of frequency, time, place, manner, degree e.g. *always, rarely, usually, over there, almost, near to correct, two days in a row.*  I avoid first language interference most of the time, but sometimes word structure may revert to first language structures.    I sometimes use sophisticated literacy and grammar devices e.g. imagery, metaphor, humour. | My written text control is now well-established so that the script follows form, position and shape, and is written with fluidity.    I can confidently use an English alphabet keyboard including an increasing range of text functions. | I use my knowledge of basic grammar to edit my writing.    I continue to need some support to pick up minor grammatical misconstructions and to edit for optimal clarity and organisation.    My editing is self-directed, mostly accurate and independent within my range of knowledge.    My spelling is largely accurate.    I use a range of punctuation consistently. |