

Primary EAL Report P-6
Transition Report from New Arrivals Program
Uptown English Language School
John Street, Uptown, 3999

Student Name: Jon JAMES

Date of Birth: 3/04/2005

Report date: 20/12/2016

Home Language: Japanese

Country of Origin: Japan

Date of Arrival in Australia: 1/06/2016

First Enrolment in an Australian School: 1/07/2016

UELS Entry Date: 1/07/2016

This student has spent time in an intensive English language program designed specifically for students newly arrived to Australia. This student will need additional assistance and ongoing EAL support in the mainstream school setting.

For further information regarding this student please contact Noble Park English Language School on 9546 9578.

Teacher: Bob Smith	Principal:
Signature:	Signature:

Program Overview

The curriculum delivered in an intensive English language course new arrivals program prepares students for mainstream schooling. The intensive English language component is based on the stages of the **EAL Companion** to **AusVELS**. The program is based on an integrated curriculum approach linked to the domains of AusVELS and is appropriate to the student's English language learning stage and prior educational experiences.

The program caters for the individual needs of students, taking into account their cultural, linguistic, social, emotional and academic backgrounds and experiences. Students remain in the program for a period of 6 to 12 months and are introduced to the teaching and learning styles of Victorian mainstream schools. First language support from multicultural education aides is provided where possible.

Students are provided with a wide variety of contexts in which to actively participate in the communicative and reflective use of language in the dimensions of listening and speaking, reading and writing. Activities and experiences are language based and include first hand experiences, hands on activities and incursions/excursions that are used to complement the topics taught and enhance student learning. For further information about the Stages of EAL development please refer to.

<http://www.vcaa.vic.edu.au/Pages/foundation10/curriculum/resources/english.aspx>

and

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/Pages/ealresources.aspx>

Curriculum Overview

Teaching practices and approaches used in the EAL New Arrivals Program are consistent with those used in mainstream schools. Integrated topics are based on the domains and dimensions of AusVELS.

Listening and Speaking teaching strategies include listening activities, speech rhymes, question games, oral cloze, repetitive stories, word play, songs and stories, shared books, and guided reading.

Reading texts suitable to the students' language level include narrative, informational and instructional texts incorporating environmental and class texts such as signs, labels and shared texts. Reading activities include: shared reading; guided reading; role-play; choral reading; silent reading; word and sentence matching; alphabet recognition activities; phonemic awareness activities; sequencing pictures of processes or events; matching sentences to illustrations; comprehension; and cloze activities. Teachers introduce students to a variety of genres including recounts, reports, procedures and narratives suited to their language level.

Writing activities include shared writing, wall stories, guided and modelled writing and independent writing. English structures and features are modelled and practised and students develop strategies to locate and spell words, use basic punctuation and set out texts appropriately. Handwriting includes exercises such as correct letter formations and the appropriate starting points for letters.

Computer use, such as word processing applications to publish written work and IT skills for accessing information from the internet, are also incorporated into the program as an aspect of English language learning.

Mathematics is taught in the context of formal maths lessons and covers Numbers & Algebra, Measurement & Geometry, and Statistics & Probability with a focus on familiarising students with the language of maths and the materials and resources used in mainstream schools.

Please refer to the **EAL Developmental Continuum** for detailed teaching strategies at:

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx>

Student Progress in Learning English as an Additional Language

Progress in English over 2 terms

English as an Additional Language P-2						
	Stage A1			Stage A2		
Listening/Speaking	1.1	1.2	1.3	2.1	2.2	2.3
Reading	1.1	1.2	1.3	2.1	2.2	2.3
Writing	1.1	1.2	1.3	2.1	2.2	2.3

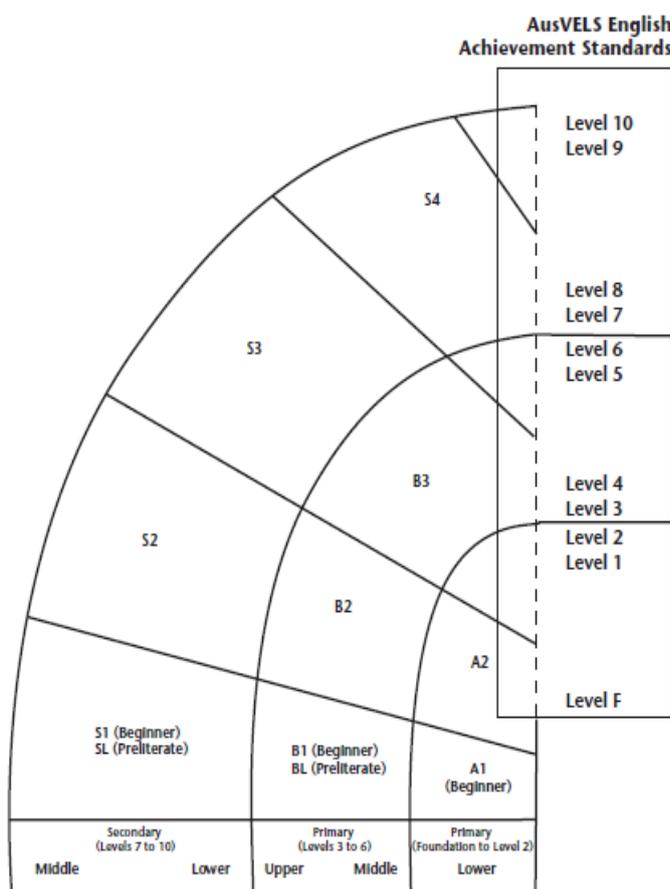
The student's Entry and Exit Stages are shaded.

English as an Additional Language 3-6												
	Stage BL			Stage B1			Stage B2			Stage B3		
Listening/Speaking	0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
Reading	0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
Writing	0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3

Key:

- .1 Beginning
- .2 Progressing Towards
- .3 Standard Achieved

Diagram 1: Stages of the EAL standards in relation to the AusVELS English achievement standards



Stages of English Language Development

The grid at the left indicates the stages of student achievement measured against English language development as described on the *EAL Developmental Continuum*.

These stages describe pathways of English language learning as students progress in mainstream English.

The **A Band** relates to lower Primary EAL students (Prep–Grade 2). This comprises 2 stages: A1 and A2. Each stage is further divided into 3 sub-stages.

The **B Band** relates to the middle/upper Primary EAL students (Grade 3–Grade 6). This comprises 4 stages: BL, B1, B2 and B3. Each stage is further divided into 3 sub-stages.

The **BL Stage** describes the learning of middle/upper primary students who are not literate in their first language. Only students with interrupted or no schooling are assessed at the BL stage.

“EAL students are likely to take around 5 to 7 years to learn English for academic purposes to the same level as students who have been learning English all their lives.” From the **English as an Additional Language (EAL) Companion to AusVELS**, (pub. 2013, AusVELS, Victorian Curriculum Assessment Authority, State Govt Vic)

[EAL companion to AusVELS.pdf](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx)

Stages of English language development are further outlined in the **EAL Developmental Continuum**, (pub. on-line 2007 DEECD State of Victoria)

<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/eal/continuum/Pages/default.aspx>

Listening and Speaking

Stage	A1			A2		
Sub Stage	1.1	1.2	1.3	2.1	2.2	2.3

Stage	BL			B1			B2			B3		
Sub Stage	0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3

Key:	.1 = beginning
	.2 = progressing towards
	.3= standard achieved

EAL Developmental Continuum Progression Profile

B1 progressing towards (B1.2)	<p>Students progressing towards the standard at B1 communicate simply but effectively in familiar, basic social and classroom contexts, using simple formulaic and creative structures. They learn through English, well supported by context. They contribute relatively complex ideas through simple English, and use simple English to respond to the ideas of others. Students’ English is characterised by varying grammatical accuracy, a short ‘telegraphic’ structure, simple subject/verb/object construction and overgeneralisation of rules. They use common adjectives to describe or add emphasis. They use repetitive grammar patterns copied from stories, songs, rhymes or the media. Students’ pronunciation, stress and intonation are comprehensible, but show the influence of first language pronunciation. They use some basic communication strategies, asking for repetition, and questioning to check understanding, clarify or confirm. They use some basic strategies to initiate and sustain simple conversations in English, restating, repeating or re-pronouncing as appropriate.</p>
<i>This student is exiting at:</i> B1 Standard (B1.3)	<p>At Stage B1, students communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English, supported by its immediate context. They use formulas, well-rehearsed and common sentence patterns and short, simple, telegraphic utterances to contribute relatively complex ideas, usually concerning concrete subject matter. They follow simple instructions, answer predictable questions, make basic requests and express basic needs. Students show initial understanding that English changes according to context and audience, and modify their English in response to a range of familiar classroom and social purposes. They use appropriate social formulas and non verbal language. Students’ utterances are characterised by varying grammatical accuracy. They use common adjectives to describe or add emphasis. Students use basic communication strategies, asking for repetition, and questioning to clarify and confirm. They restate simply, repeat or repronounce when necessary.</p>
B2 beginning (B2.1)	<p>Students beginning to work towards the standard at B2 are beginning to extend their comprehension and use of social and classroom language. They are able to use simple conjunctions such as 'and' and 'but'. They are still very reliant on contextual support particularly to understand academic content of lessons and classroom discussions. They are able to engage in social interactions and contribute to classroom discussions using language beyond short utterances and formulas, however breakdowns in accuracy and fluency will occur as they take more risks. For example, subject-verb agreement is very unstable and not usually correct. Students attempt to mark past time with time markers, but do not yet use past tense forms.</p>

Please refer to the EAL Developmental Continuum for this student’s future English language learning pathway.

Comments:

Jon uses simple sentences to communicate with his teachers and peers. His confidence in his spoken English has increased, however he is restricted by his developing English vocabulary. He benefits from visual support to assist his comprehension and communication. Jon always displays attentive listening behaviours and is beginning to participate more in class discussions. He can ask and answer simple questions and is able to take and give turns. Jon is able to follow instructions and can gather information from simple spoken texts. He benefits from clear modelling of oral English and opportunities to rehearse and recycle new vocabulary.

Reading

Stage	A1			A2		
Sub Stage	1.1	1.2	1.3	2.1	2.2	2.3

Stage	BL			B1			B2			B3		
Sub Stage	0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3

Key:	.1 = beginning
	.2 = progressing towards
	.3= standard achieved

EAL Developmental Continuum Progression Profile

B1 Standard (B1.3)	<p>At Stage B1, students read short, well known texts, based on simple language structures and features, well known vocabulary and familiar contexts. They retell simply, predict likely outcomes, and complete basic comprehension activities. They show understanding of the basic purposes of texts, and choose texts appropriately for a range of simple purposes. With support, they read and gather basic information from simple, accessible texts. They combine their basic knowledge of English sound-symbol relationships, their developing sight and oral vocabulary, their beginning knowledge of the conventions of print and text organisation, and their emerging knowledge of English grammar as they read. They use appropriate intonation and phrasing when reading aloud known texts, showing an understanding of the text’s meaning and the function of basic punctuation. Students show a beginning understanding of the purposes of headings, labels, diagrams and contents pages.</p>
<i>This student is exiting at:</i> B2 beginning (B2.1)	<p>Students beginning to work towards the standard at B2 read short familiar texts independently and read unfamiliar texts with considerable teacher support and encouragement. They respond personally to texts, expressing opinions simply about texts they have read often relying on the teacher’s reading and interpretation as a model for their own response. They recognise the main purposes of factual and fictional texts and begin to identify some differences between the topic, structure and presentation of factual texts. They continue to develop their reading strategies and use their developing knowledge of sound-symbol relationships and letter patterns, sight vocabulary and knowledge of English grammar.</p>
B2 progressing towards (B2.2)	<p>Students progressing towards the standard at B2 read familiar texts with increasing confidence and continue to require teacher support to read unfamiliar texts with known words and predictable patterns. With teacher support, they use organisation features (e.g. headings, diagrams) to locate information in factual texts. They are able to draw on their developing proficiency in English to comprehend and predict meaning but are still quite dependent on language developed through speaking and listening in English and may rely on key words for understanding. They are able to complete simple tasks about texts however they may be able to demonstrate their understanding of texts more competently through oral rather than written language responses. They attempt to self correct but may do so inconsistently.</p>

Please refer to the EAL Developmental Continuum for this student’s future English language learning pathway.

Comments:
 Jon enjoys reading and participates in shared, guided and independent reading activities. He regularly takes home readers and sometimes borrows books from the school library. Jon can read Level 16 texts independently and can give retells using text vocabulary. He can answer literal and inferential questions. He is able to make predictions about texts and can use familiar texts to find simple information. Jon can identify all upper and lower-case letters and knows most initial sounds. He can read most of the first 400 Oxford Words. He applies his phonic knowledge to attempt to decode unfamiliar words. Jon benefits from explicit teaching of key vocabulary and opportunities to read with a teacher.

Writing

Stage	A1			A2		
Sub Stage	1.1	1.2	1.3	2.1	2.2	2.3

Stage	BL			B1			B2			B3		
Sub Stage	0.1	0.2	0.3	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3

Key:	.1 = beginning
	.2 = progressing towards
	.3= standard achieved

EAL Developmental Continuum Progression Profile

B1 Standard (B1.3)	<p>At Stage B1, students write and present simple texts for a variety of basic classroom and personal purposes. With support, they communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports. They use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented. Their texts incorporate the basic grammatical features of their spoken English. They spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English sound-symbol relationships. They use some simple strategies for spelling words, checking word lists or books. They use the basic features of software to write and present their texts. With support students plan and edit their texts, providing additional information through illustrations and diagrams.</p>
<i>This student is exiting at:</i> B2 beginning (B2.1)	<p>Students beginning to work towards the standard at B2 write their own simple texts for different purposes in guided contexts. They draw on models provided and use repetitive structures in an attempt to write longer texts. Their writing will include marked EAL features (e.g. sometimes leaving out articles and verb endings, and making errors with verb tenses) as they become more confident in experimenting with oral and written English. Their writing is still reflective of their everyday spoken English. They attempt to spell new words using their own pronunciation and write familiar words accurately.</p>
B2 progressing towards (B2.2)	<p>Students progressing towards the standard at B2 continue to write their own simple creative and informational texts for classroom purposes with support. They begin to include some details that help orient the reader. Their writing shows varying control over grammatical features such as subject-verb agreement, tense, noun-pronoun reference and articles. Their writing begins to include features of written-like language however it is still influenced mostly by their spoken language. They spell accurately most monosyllabic and many high frequency words.</p>

Please refer to the EAL Developmental Continuum for this student’s future English language learning pathway.

Comments:
Jon uses repetitive structures to write simple, familiar text types independently. He writes on the line and leaves appropriate spaces between words. Jon correctly forms most letters however he sometimes confuses similar looking or sounding letters. He can correctly spell many high frequency words and he applies his phonic knowledge to make plausible attempts at spelling unfamiliar words. Jon is beginning to use capital letters, full-stops and commas with more consistency but he needs to remember to read his writing and edit it for simple errors. Jon’s writing is reflective of his speech and he needs further support to use verb tenses correctly. Jon benefits from shared and modelled writing activities. He has had experience writing simple recounts, information reports and letters.

Mathematics

Mathematics Curriculum

The purpose of the mathematics curriculum in the new arrivals program is to help students become familiar with the English needed to study mathematics. The course develops the students' mathematical skills, concepts and understandings however the focus is on the language necessary to participate in mainstream mathematics programs and daily life.

****The student will need ongoing support with mathematical language particularly when new concepts are introduced and when applying their knowledge to solving open-ended problems.***

Key	NA	NY	S	U	C	Relates to curriculum overview and reflects expectations appropriate to student's age and stage of English
	Not Applicable	Not Yet	Sometimes	Usually	Consistently	

Numbers & Algebra

	NA	NY	S	U	C	
Recites numbers			0-10	10-100	0-1000	
Reads and writes whole numbers			0-10	10-100	0-1000	
Has one-to-one correspondence						
Recognises number words			0-10	10-100	0-1000	
Counts			0-10	1-100		
Understands and uses the language of place value				0-100	0-1000	
Understands and uses the language of ordinal number						
Makes and continues patterns using concrete objects, different colours or shapes						
Rounds up or down to the nearest			10	100		
Understands and uses the language of simple addition, e.g. <i>plus, and, add, together</i>						
Understands the concept of <i>equals</i>						
Understands and uses the language of simple subtraction, e.g. <i>takeaway, subtract, less than, difference</i>						
Understands and uses the language of simple multiplication, e.g. <i>groups of, multiplied by, arrays</i>						
Understands and uses the language of simple division, e.g. <i>shared between, divided by, how many in</i>						
Models numbers using place value cards, 10-frames, bundled sticks						
Makes and continues number patterns						
Represents and solves simple open ended problems with language support						
Uses the calculator						

Measurement & Geometry

Shape: Identifies and uses the names of 2 dimensional shapes, e.g. <i>square, circle, triangle, oval, rectangle</i>					
Identifies and uses the names of solids, e.g. <i>cube, sphere, cone, pyramid, cylinder</i>					
Location: Uses the language of position and movement, e.g. <i>under, next to, before, after</i>					
Follows and gives simple directions involving position					

Measurement & Geometry continued				NA	NY	S	U	C
Makes and reads simple maps of familiar locations								
Money: Familiar with the names and value of Australian coins								
Fractions: Uses simple language to talk about half and quarter								
Understands and uses the language of		simple common fractions	decimal fractions					
Time: understands the concepts of:		day/night	morning/afternoon/night					
Knows		days of the week	months of the year	seasons				
Able to tell the time on		digital clock	analogue clock					
Length: Understands and uses the everyday language for length, e.g. <i>long, short</i>								
Area: Understands and uses the everyday language for area, e.g. <i>outside, inside, cover, all, some, big, small</i>								
Perimeter: Understands and uses the everyday language for perimeter, e.g. <i>inside, outside</i>								
Mass: Understands and uses the everyday language for mass, e.g. <i>heavy, light, heft</i>								
Volume & Capacity: Understands and uses the everyday language for capacity, e.g. <i>full, empty</i>								
Temperature: Understands and uses the everyday language for temperature, e.g. <i>hot/cold, warm/cool</i>								

Statistics & Probability				NA	NY	S	U	C
Can make sensible estimates								
Understands and uses appropriate language to make predictions and estimation about everyday events								
Understands and uses the language of data collection to answer simple questions								
Understands and uses the appropriate language to make simple graphs								
Understands and uses the language to interpret simple graphs								

Student's ability to participate in maths lesson:

Requires support to commence and complete maths tasks.

Usually requires assistance to commence tasks but is sometimes able to complete tasks independently.

Usually able to commence and complete tasks independently following clear teacher instruction to class.

Comments:

Jon enjoys participating in math lessons and has a good understanding of several math concepts. He knows and uses some vocabulary related to the 4 operations but is still developing the English required to solve word problems independently and discuss his strategies. Jon uses mental strategies to solve addition, subtraction, multiplication and division problems. He can solve 4 and 5 digit equations that involve trading. Jon has participated in hands-on math activities such as measuring length, perimeter and area, reading maps and making simple graphs. He benefits from opportunities to rehearse and recycle the language of Maths.

Social Skills and Learning Behaviours

In addition to a focus on the acquisition of English language skills the new arrivals program also focuses on the development of *social skills* and *learning behaviours* appropriate to Australian schools. The following checklist describes the focus of teacher activity around social skills and learning behaviours to facilitate the socialisation and school-readiness of newly arrived students.

Key	NA Not Applicable	NY Not Yet	S Sometimes	U Usually	C Consistently
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Social Skills

	NA	NY	S	U	C
Follows school rules					
Demonstrates respect and acceptance of others					
Follows classroom rules					
Takes care of equipment and resources					
Respects others property					
Takes turn and shares					
Uses polite and appropriate language, for example, <i>please, thankyou</i>					
Is able to join in or leave a game or group appropriately					
Has strategies to deal appropriately with frustration and anger					
Plays safely in the yard					
Takes responsibility for own actions					
Expresses needs appropriately					

Learning Behaviours

	NA	NY	S	U	C
Shows a positive attitude to learning					
Strives for excellence					
Is prepared for learning, for example, keeps own books and equipment organised					
Concentrates for appropriate length of time					
Participates effectively in learning activities					
Works cooperatively and productively in pairs or small groups					
Asks for help when appropriate, for example asks for clarification or information					
Completes set tasks					
Has appropriate time management skills					
Uses a range of strategies to work independently, for example asks other students, looks at books or refers to wall charts					
Uses dictionary effectively					
Makes use of information technologies					
Completes homework					

Comment:

Jon is a very polite, friendly and respectful student. He follows school and classroom rules and enjoys helping his teachers and peers. Jon works productively both independently and in small groups. He is generally very quiet but is beginning to contribute more to class discussions. Jon always strives for his best and will usually ask questions when he is unsure of something.

Jon will require ongoing EAL support. I recommend that he is placed in a grade 6 class when he begins his mainstream schooling in Term 1, 2017.

Welfare referrals/additional support

This student has been referred for additional welfare support. Yes No