



Western Australian Curriculum

English as an Additional Language or Dialect

Teacher resource | Annotated content descriptions

English | Pre-primary to Year 10

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

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Introduction

This resource is designed to support teachers in planning, teaching and assessing the English learning area of the *Western Australian Curriculum and Assessment Outline* (the *Outline*) for students learning English as an additional language or dialect (EAL/D). It recognises that EAL/D learners bring diverse linguistic, cultural and educational experiences to the classroom, which can influence how they access and demonstrate the knowledge, understanding and skills described in the English curriculum. The resource does not provide a separate English curriculum for EAL/D students; rather, it supports teachers to identify linguistic and cultural considerations within the curriculum and implement teaching approaches that enable EAL/D learners to participate successfully in the learning described in the *Outline*.

The resource provides annotations for English content descriptions from Pre-primary to Year 10, organised chronologically by year level. Each content description is presented alongside relevant language and cultural considerations and suggested teaching strategies, enabling teachers to identify additional language demands and cultural knowledge that may influence EAL/D students' access to the intended learning. The content descriptions remain the basis for learning, while the annotations highlight potential challenges related to language, culture, prior educational experiences and familiarity with Standard Australian English. Across the interconnected areas of Language, Literature and Literacy, the resource provides guidance in areas including vocabulary, sentence and text structures, phonics, pronunciation and culturally embedded meanings.

The resource recognises students' multilingualism and diverse linguistic, cultural and literacy experiences as resources for learning, and provides linguistic and cultural scaffolding to enable EAL/D students to engage with the same curriculum learning as their peers. Throughout the resource, English refers to Standard Australian English, providing the linguistic context for the annotations and teaching strategies.

This resource has been adapted from materials from the Australian Curriculum, Assessment and Reporting Authority (ACARA). It represents the adoption and adaptation of Version 9.0 of the Australian Curriculum for the Western Australian context in the *Outline*.

Annotated content descriptions | English

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Explore how language is used differently at home, in school and in communities depending on the relationships between people WAPELAI1	EAL/D students may be multilingual with learning experience in at least one other language. Some students may use language dialects at home that differ from the way language is used in the school setting. Maintenance of students' first language is important to their English language learning. One use of language is not better or worse than another; they are simply different, and it is important not to assign values to those differences.	When exploring different languages spoken in Australia, investigate the languages used in the classroom and by students' families at home. Ask students to share words and texts from their first language and display these in the classroom to assist all students to learn new words in languages other than English. Explicitly teach ways to use English appropriately in school, taking into account audience and purpose. For example: • playground language • informal language of classroom • speaking to teachers • academic-specific language.
Language for interacting with others Explore different ways of using language to express opinions, likes and dislikes WAPELAI2	The vocabulary of feelings and emotions is challenging for EAL/D students, as it is often abstract. Often, language is learned through visual reinforcement, and this is not always possible for abstract nouns. EAL/D students are more likely to know this vocabulary in their home language.	Classroom discussions can be used to teach new vocabulary to EAL/D students. When students contribute ideas and vocabulary to a discussion, teach that contribution back to the whole class to ensure that EAL/D students have shared understanding while simultaneously building their vocabulary. For example, act out 'miserable', or draw facial expressions for 'sad', 'excited' and so on. Ask family members or bilingual assistants, where available, to assist in translating abstract emotions. Explicitly teach ways to use language appropriately depending on context and relationship between speaker and listener. Role-play is an excellent vehicle for this kind of explicit teaching in the early year levels.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Understand that texts can take many forms, such as signs, books and digital texts WAPELAT1	EAL/D students who are new to Australia or who live in remote areas may not understand some of the signs and stories that we may assume are shared knowledge (for example, an exit sign, nursery rhymes).	When showing 'everyday' examples of texts, provide background information on their meaning. For example, exit signs and stop signs – what do they mean? Share texts from the students' home language if appropriate. For example, a newspaper from home. What does the road sign for 'stop' look like in their country of birth? (Note: the red hexagonal symbol is universal and therefore recognisable for young students.)
Text structure, organisation and features Recognise that some language in written texts is unlike everyday spoken language WAPELAT2	Not all languages have written traditions, and for students from these cultural backgrounds understanding the differences between written and spoken language is even more challenging as they don't bring an awareness of printed language with them to the classroom.	Some students may have limited or no print literacy – not simply because they are young, but because they come from a linguistic background that has no tradition of print literacy. These students will require additional time and explicit support in understanding that the spoken word can have a print representation.
Text structure, organisation and features Explore conventions of print and screen, including how books and simple digital texts are usually organised WAPELAT3	Some languages have different print conventions from English, and some EAL/D students with first language print literacy may have different expectations of print direction. Not all languages have written traditions, and for students from these backgrounds, understanding the differences between written and spoken language is even more challenging as they don't bring an awareness of printed language with them to the classroom.	Mark the starting place on writing paper and worksheets. Use a pointer to model directionality when reading big books. When students attempt reading, have them point to the words or assist by holding the student's finger. Some students may have limited or no print literacy – not simply because they are young, but because they come from a linguistic background that has no tradition of print literacy. These students will require additional time and explicit support in understanding that the spoken word can have a print representation.

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Recognise that sentences are key units for expressing ideas WAPELALA1	Word order differs in all languages, so English sentence structures will be new for EAL/D students. In English, meaning is also governed by word order to a greater extent than in many other languages. Some EAL/D students with first language print literacy may have different expectations of word order and directionality of print.	EAL/D students do not have an intuitive sense of the English language and cannot easily self-correct. Even EAL/D students in the Developing phase do not have enough broad experience of English to recognise all of what is possible with English sentence structure. Do not rely on student self-correction or prompt questions such as 'Does that sound right?' Explicitly teach sentence structure by demonstrating what is possible with word order and what is not. Engage EAL/D students with frequent experiences of hearing English texts read aloud.
Language for expressing and developing ideas Recognise that sentences are made up of groups of words that work together in particular ways to make meaning WAPELALA2	Not all languages have written traditions, and for students from these cultural backgrounds, understanding the links between written and spoken language is even more challenging as they don't bring an awareness of printed language with them to the classroom.	Ensure that visuals or real-life objects accompany written words to help EAL/D students make the meaning connection. Use everyday texts cut up into words and reassemble them to make meaning.
Language for expressing and developing ideas Explore the contribution of images and words to meaning in stories and informative texts WAPELALA3	Visuals themselves are not culturally neutral and sometimes require as much explanation as words.	Develop and extend vocabulary (multiple meanings) and link to images – descriptive vocabulary to enhance meaning. Classroom discussions can be used to teach new vocabulary to EAL/D students. When students contribute ideas and vocabulary to discussion, teach that contribution back to the whole class to ensure that EAL/D students have shared understanding while simultaneously building their vocabulary.

Content descriptions	Language/cultural considerations	Teaching strategies
		A variety of visuals (for example, several images of a letterbox in different contexts rather than one which may be unfamiliar), or acting out new vocabulary (for example, using a 'whispering' voice or a 'mumbling' voice) can be an aid to vocabulary teaching.
Language for expressing and developing ideas Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school WAPELALA4	The 'everyday' is determined by our social and cultural contexts, and so it is important not to assume what constitutes 'everyday' for all students. Often in this year level we use home experiences as a familiar starting point for teaching language. However, many EAL/D students don't know the English vocabulary for 'everyday' home and family items because they use their home language in these contexts.	Explicitly teach 'everyday' vocabulary, including the language of home (for example, kitchen utensils). Build visual word banks for everyday vocabulary. Ensure that a broad and inclusive view of the 'familiar' and 'everyday' is portrayed in the classroom. For example, images of kitchen utensils familiar in different households: wok, mortar and pestle, steam basket. Use real-life objects to teach language. For example, props when reading stories. Make use of illustrations and photographs in imaginative and informative picture books to teach new vocabulary.
Language for expressing and developing ideas Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end WAPELALA5	Punctuation varies in different languages. In some languages it does not exist, and in other languages the symbols used are different (for example, in German all nouns are capitalised, while some languages have no capitals).	Explicitly teach punctuation in context, ensuring that EAL/D students understand both the punctuation symbol and its function.

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness) WAPELAP1	Each language has its own sounds. English has 26 letters and 44 sounds (phonemes), and each phoneme has an average of 12 different graphic representations. Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce. Each language has its own sounds. The onsets in English are made from consonants, consonant clusters and digraphs. Some of the digraphs of English will be new for EAL/D students and difficult to distinguish and reproduce (for example, <i>th</i> , <i>thr</i>).	Find out about the first language of EAL/D students to understand which sounds are likely to be problematic for them. Family members or bilingual assistants, where available, can be helpful.
Phonic and word knowledge Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) WAPELAP2	English has 44 phonemes, and many of these are quite subtle (for example, 'pin' versus 'pen'). This can make it difficult for children to master phoneme-level awareness in English, especially when compared to languages with fewer phonemes or more predictable sound-spelling correspondences.	Teach phonics in the context of words that students clearly understand (for example, first teach the meaning of the word, and then unpack the phonemes of the word). Cutting the word up into its phonemic parts helps writing, reading and pronunciation (for example, <i>Th – is</i>).
Phonic and word knowledge Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents WAPELAP3	English letters range in the congruence between the upper case and lower case – from the very similar <i>Ss</i> – to the dissimilar <i>Qq</i> – and this can be particularly confusing for EAL/D students new to experiences with the English alphabet.	Explicitly teach the purpose of upper-case letters and make clear the differences between upper-case and lower-case letters, particularly when they are quite dissimilar (for example, <i>Qq</i> , <i>Rr</i> , <i>Ee</i> , <i>Dd</i>).

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words WAPELAP4	The 44 phonemes of English are represented by more than 280 letter or letter combinations (graphemes). Most letters therefore never make just one sound and that sound can be made by more than one letter or letter combination. As every word and syllable in a word in English has to have a vowel, being able to distinguish vowel sounds from consonant sounds is a key skill in understanding word structure.	Practise sound and letter knowledge with words that the students understand. Ensure that the meaning of words is established first before doing sound and syllable work.
Phonic and word knowledge Use knowledge of letters and sounds to spell words WAPELAP5	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce.	To teach EAL/D students to spell using letter-sound knowledge, provide explicit, multi-sensory instruction in phonics, focusing on phonemic awareness and sound–letter relationships. Build upon students' existing knowledge and experiences, offering plenty of practice with familiar vocabulary in meaningful contexts to build confidence and connections between reading and writing.
Phonic and word knowledge Read and write some high-frequency words and other familiar words WAPELAP6	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Teach words in context, as words and phrases take their meanings from the context of the sentences and texts they appear in. Build banks of synonyms for EAL/D students. Model synonyms in sentences to help students understand subtle changes in meaning. Use structured speaking activities so that EAL/D students can practise the use of new words.

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Explore how words are units of meaning and can be made of more than one meaningful part WAPELAP7	Prior knowledge of words should not be assumed, as EAL/D students may not have had the same exposure to vocabulary.	Pre-select high-frequency or common words and explicitly teach these in context to students before deconstructing them. Use charts, flashcards, or graphic organisers to visually represent morphemes and demonstrate their function. Provide activities where students combine morphemes to create new words, or they can break down words into their components.
Literature		
Literature and contexts Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide ranging Australian and world authors and illustrators WAPELICO1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Engaging with and responding to literature Respond to stories and share feelings and thoughts about their settings, events and characters WAPELIEN1	EAL/D students in the Beginning and Emerging phases of English language learning have limited vocabulary. Additionally, the vocabulary of feelings and emotions is often abstract, and it is challenging for EAL/D students in all phases of their EAL/D learning progression. Not all cultures value the sharing of feelings. For some EAL/D students this may be confronting, embarrassing or just unfamiliar. Be aware that some students' reticence to contribute may be for cultural reasons.	Use visual reinforcement to teach the vocabulary of feelings and emotions. Ask family members or bilingual assistants, where available, as the students may know this vocabulary in their first language. Use texts from the students' home language to model and prompt language. Allow EAL/D students time and space to become contributors to classroom discussions. One-on-one interactions and small group work can support this.

Content descriptions	Language/cultural considerations	Teaching strategies
Examining literature Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings WAPELIEX1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Examining literature Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs WAPELIEX2	Recognising rhyme and rhythm requires English pronunciation and an ability to hear the phonemes of English. EAL/D students in the Beginning and Emerging phases will not yet have these skills.	Provide alternative ways of completing a rhyming task that supports Beginning and Emerging phase students. For example, provide students with a list of rhyming words rather than asking them to come up with their own rhyming words.
Creating literature Retell and adapt literary texts through play and performance WAPELICR1	EAL/D students in the Beginning and Emerging phases of language learning have limited vocabulary and understanding of beginning sentence structures. This means that they will be limited in their retells.	Use stories that are familiar to the students and provide scaffolds for retell. EAL/D students in the Beginning and Emerging phases could put visuals of main events into the correct sequence, while Developing phase students could match words and pictures using a teacher's modelled example.
Literacy		
Texts in context Identify some familiar texts, such as stories and informative texts, and their purposes WAPELYT1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Ask students to share different kinds of texts, including oral storytelling from their first language. These can be displayed in the classroom and used for comparative study.
Interacting with others Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice, including volume levels WAPELYI1	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of their EAL/D learning progression. Some EAL/D students in the Beginning phase of English language learning will go through a silent period where they choose to listen rather than attempt to speak in the new language.	Allow EAL/D students the opportunity to share in one-on-one interactions or in smaller groups. Give students time to practise their delivery.

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Identify some differences between imaginative and informative texts WAPELYA1	Hypothesising in English requires conditional language structures that will be difficult for EAL/D students as they require the use of multiple verb structures and tenses (for example, 'I think this book will be good for learning about dinosaurs').	Provide strong and repeated oral models of a range of sentence and language structures for EAL/D students and allow them many opportunities to use these.
Analysing, interpreting, and evaluating Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge WAPELYA2	Contextual and visual information that we often assume is supportive of learning is often culturally loaded. EAL/D students may not have experience with the cultural context of or images in books. For example, the bush and Australiana in <i>Possum Magic</i> by Mem Fox.	Build a shared knowledge about the events of the books being read. Prior to reading, talk through the images in the book, paying attention to those which may represent unfamiliar situations.
Analysing, interpreting, and evaluating Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning to understand and discuss texts listened to, viewed or read WAPELYA3	Inferences require contextual cultural knowledge and a wide vocabulary, which most EAL/D students in the Beginning and Emerging phases of English language learning may still be learning.	Explain the cultural context of the books being read. For example, the bush in <i>Possum Magic</i> by Mem Fox. Teach key vocabulary through the use of visuals and practical activities, including picture book illustrations. EAL/D students in the Beginning and Emerging phases of language learning should start with literal questions supported by visuals. Students should have a strong literal understanding before moving on to inferential questions. For EAL/D students, examples of inferential questions can check understanding of gender pronouns. For example, 'Twiggy loves to eat berries. They are her favourite fruit'.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words WAPELYC1	EAL/D students will not have an extensive vocabulary to draw upon for attempting their own writing of texts.	Allow EAL/D students to use drawings to communicate. The teacher can label these to build English vocabulary.
Creating texts Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features, such as appropriate voice modulation WAPELYC2	Some sounds of English will be new for EAL/D students and difficult to distinguish and reproduce. This means that a Standard Australian accent is difficult to reproduce and comprehend and may cause them stress when speaking in groups.	Work with EAL/D students to assist them with particular sounds and intonation (rise and fall of speech), providing them with oral practice.
Creating texts Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality WAPELYC3	Not all languages are alphabetic. Some EAL/D students will have experiences with other languages that are not alphabetic (for example, logographic languages such as Chinese or syllabic languages such as Korean) or with alphabetic languages that have different scripts, such as Russian. Even if students are not writing in their first language, they may be surrounded by first-language print at home, and this will impact upon their initial attempts at writing in English.	Find out the first language print experiences of EAL/D students in the class. While teaching the connections between sounds and print, identify students who have limited or no print literacy – not simply because they are young, but because they come from a linguistic and cultural background that has no tradition of print literacy. These students will require additional time and explicit support in understanding that the spoken word can have a print representation.

Pre-primary

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Explore the use of digital tools to create or add to a visual or spoken text WAPELYC4	EAL/D students will have varying experiences with information and communication technologies (ICT), from no exposure to technology at all to sophisticated usage. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Provide peer support for EAL/D students with no exposure to ICT and allow experienced EAL/D students to use ICT support when their English language skills are still developing. Explicitly teach keyboard skills, including charts that show upper- and lower-case matches (as keyboards are in the upper case).

Year 1

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands WA1ELAI1	Body language, 'personal space' and gestures are linked to culture, and some EAL/D students will use and interpret body language gestures differently. For example, a nod of the head means 'no' in Greece and in many Middle Eastern countries, while eye contact can indicate respect (or a lack thereof) in different cultures.	Be explicit about the meaning of gestures. Be aware of different interpretations of gesture when dealing with EAL/D students, recognising that inappropriate behaviour may be cultural and unintentional, rather than deliberate. Model behaviours deemed appropriate in the classroom. Family members and others who share the same linguistic and cultural background can help with information.
Language for interacting with others Explore language to provide reasons for likes, dislikes and preferences WA1ELAI2	The vocabulary of feelings and emotions is challenging for EAL/D students, particularly in the Beginning and Emerging phases of English language learning, as it is often abstract.	Use visual reinforcement to teach this vocabulary. Ask family members or bilingual assistants, where available, to assist as the students may know this vocabulary in their first language.
Text structure, organisation and features Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain WA1ELAT1	Text structures are socially constructed and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts.
Text structure, organisation and features Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs WA1ELAT2	Recognising rhyme and rhythm requires English pronunciation and an ability to hear the phonemes of English. EAL/D students in the Beginning and Emerging phases will not yet have these skills.	Provide alternative ways of completing a rhyming task that supports Beginning and Emerging phase students (for example, provide students with a list of rhyming words rather than asking them to come up with their own rhyming words).

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Explore how print and digital texts are organised using features, such as page numbers, table of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images WA1ELAT3	Not all languages have written traditions, and for students from these cultural backgrounds understanding written language is even more challenging as they don't bring a print awareness with them to the classroom.	Provide examples of English print such as name cards, wall charts, posters and signs.
Language for expressing and developing ideas Understand that a simple sentence consists of a single independent clause representing a single event or idea WA1ELALA1	Simple sentence structures are the first ones mastered by EAL/D students.	Write sentences on cardboard or on the interactive whiteboard and cut these into their clause components. Provide sentence models for students to modify by inserting their own content but retaining the structure.
Language for expressing and developing ideas Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details, such as when, where and how (adverbs) WA1ELALA2	EAL/D students will still be developing a bank of everyday vocabulary for school purposes. The 'everyday' and 'familiar' are socially and culturally defined, and so assumptions should not be made about what is likely to be known vocabulary.	Provide students with realistic targets of new vocabulary that they can work towards (for example, five words a day).
Language for expressing and developing ideas Compare how images in different types of texts contribute to meaning WA1ELALA3	The images in visual texts are culturally based and will not necessarily be obvious or familiar to EAL/D students. For example, colour has different symbolic meanings in different cultures.	Make use of illustrations and photographs in imaginative and informative picture books to teach new vocabulary.
Language for expressing and developing ideas Recognise the vocabulary in everyday contexts as well as learning area topics WA1ELALA4	EAL/D students often don't know the English vocabulary for 'everyday' home and family items because they use their home language in these contexts.	Teach 'everyday' vocabulary explicitly. Build visual word banks and concrete items to explain everyday vocabulary. Label items in the classroom. For example, whiteboard, chair and door.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns WA1ELALA5	Punctuation varies in different languages. In some languages it does not exist and in other languages the symbols used are different. For example, the English semicolon symbol is a question mark in Greek; in Spanish, an inverted question mark is used at the beginning of the question and a standard question mark at the end.	Teach punctuation explicitly, ensuring that EAL/D students understand both the symbol and the function of punctuation. Display charts that illustrate punctuation in context and describe their function are useful.
Phonic and word knowledge Segment words into separate phonemes (sounds), including consonant blends or clusters at the beginnings and ends of words (phonological awareness) WA1ELAP1	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Sounds and letters match only about 12% of the time, compared to almost 100% matches in some other alphabetic languages, such as Finnish or Greek. Many other languages are far more transparent, and so decoding is predictable and spelling is not taught.	Work with EAL/D students who have difficulty with particular sounds, providing them with oral practice.
Phonic and word knowledge Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) WA1ELAP2	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce (for example, the hard and soft <i>th</i> in <i>then</i> and <i>think</i> or the long and short medial vowels in <i>ship</i> and <i>sheep</i>).	Give explicit support with the ways sounds are pronounced in English, including showing lip and tongue positions for challenging sounds such as <i>th</i> .
Phonic and word knowledge Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words WA1ELAP3	Common consonant digraphs are <i>sh</i> , <i>ch</i> , <i>wh</i> , <i>th</i> , <i>ck</i> . A blend contains two or three consonants that each make their own sound but blend together to make syllables and words: in the word 'sleep', the letters 's' and 'l' form <i>sl</i> . Other common blends are <i>st</i> , <i>fl</i> , <i>sk</i> , and <i>gr</i> .	Provide opportunities for students to read aloud with the teacher or slightly behind, imitating sound patterns.

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound WA1ELAP4	There are 44 phonemes in English, represented by over 280 letter or letter combinations. Letters can make different sounds; some letters have a very strong one-to-one sound-to-letter correspondence, but others such as the vowels, do not.	Teach the variability of English sound–letter matches. Ask students to underline or colour the graphemes with the same phoneme (for example, ‘boat’, ‘know’, ‘no’) as they occur in texts being read. Build word banks to show a phoneme, along with its different grapheme matches. Show students how to push counters onto the grapheme (the letters that represent the sound) as they sound out a word.
Phonic and word knowledge Spell one- and two-syllable words with common letter patterns WA1ELAP5	Syllables vary significantly across languages, especially in their structure and the number of possible syllables. For example, Japanese has a limited number of syllables, while English has a vast number.	Teach students to identify the individual sounds within a word and then match those sounds to the corresponding letters or letter combinations.
Phonic and word knowledge Read and write an increasing number of high-frequency words WA1ELAP6	Mainstream students can bring their spoken vocabulary to the task of learning how utterances can be expressed in written words. When the teacher points to the word ‘chair’, mainstream learners understand the meaning of the spoken utterance ‘chair’ and can attach meaning to the written word. EAL/D students may not have the spoken vocabulary, and therefore meaning is not achieved. Thus, an understanding of how print works requires more time and more teaching.	Ask students to share different words from their first language as a common practice during the year. These can be displayed in the classroom and used for comparative study. Provide opportunities for students to read aloud with the teacher or slightly behind, imitating sound patterns.
Phonic and word knowledge Recognise and know how to use grammatical morphemes to create word families WA1ELAP7	Morphemic knowledge is very important for EAL/D students, as they will not have an innate understanding of these English syntax rules.	Pay explicit attention to morphemes in words, explaining and demonstrating the way morphemes are added to make new words. Build morpheme word banks and cut the words into their morphemic chunks.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators WA1ELICO1	Reasoning and explaining require the language of cause and effect in English (for example, 'I like this author because he always writes funny stories').	Teach students how to join sentences using different conjunctions for different purposes. For example, 'and', 'but' and 'because'. Provide oral and written sentence patterns that students can vary by inserting their own preferences. For example, 'I like books about animals, but I don't like ones about magic'.
Engaging with and responding to literature Discuss literary texts and share responses by making connections with children's own experiences WA1ELIEN1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Examining literature Discuss plot, character and setting in stories WA1ELIEX1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Ask EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants can be helpful.
Examining literature Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme WA1ELIEX2	Recognising rhyme and rhythm requires English pronunciation and an ability to hear the phonemes of English. EAL/D students in the Beginning and Emerging phases will not yet have these skills.	Provide alternative ways of completing a rhyming task that supports Beginning and Emerging phase students. For example, provide students with a list of rhyming words rather than asking them to come up with their own rhyming words.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating literature Retell or adapt a story using plot and characters, language features, including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools WA1ELICR1	Retells require a good control of the past tense forms in English. English has a complicated tense system with several ways of talking about the past, which are not interchangeable and are used to make fine distinctions of meaning. For example: 'The little red hen baked the bread.' 'The little red hen was baking the bread.' 'The little red hen has baked the bread.' These variations remain a challenge for EAL/D students in all phases of their English language learning. Making inferences requires contextual cultural knowledge and a wide vocabulary, which will be difficult for EAL/D students in the Beginning and Emerging phases of English language learning.	Draw attention to the specific tenses required, as EAL/D students will rarely know intuitively which tense to use. A list of the verb options in the correct tense is a useful scaffold to writing. Provide sentences that students can sequence to construct a retelling. Explain the cultural context of the text. Teach key vocabulary using visuals. Provide opportunities for EAL/D students to use new vocabulary and language structures orally.
Literacy		
Texts in context Discuss different texts and identify some features that indicate their purposes WA1ELYT1	Text structures are socially constructed and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts.
Interacting with others Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions WA1ELYI1	Not all cultures interact in the same way. For example, turn-taking may not be the norm, or students may appear to not be listening, appearing distracted or walking around the room while actually listening.	Explicitly teach class rules and parameters for engaging in discussions/active listening.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Describe some similarities and differences between imaginative, informative and persuasive texts WA1ELYA1	Hypothesising in English requires conditional language structures that will be difficult for EAL/D students in all phases of English language learning, as they require the use of multiple verb structures and tenses (for example, 'I think this book will be good for learning about dinosaurs').	Provide strong and repeated oral and written models of these sentence structures for EAL/D students and allow students many opportunities to use them.
Analysing, interpreting, and evaluating Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge WA1ELYA2	Contextual and visual information that we often assume is supportive of learning is often culturally loaded. EAL/D students may not have experience with the cultural context or images of books (for example, the bush and Australian in <i>Possum Magic</i> by Mem Fox). Self-correction requires an innate sense of what 'sounds right' in English. EAL/D students in the Beginning and Emerging phases of English language learning do not have this sense of the language and cannot easily self-correct.	Ensure that a variety of visuals familiar to the learner are used to support communication and comprehension. Ensure shared understanding by explaining cultural references in stories. Do not rely on questions such as 'Does this sound right?' to prompt EAL/D students to self-correct. Explicitly teach the vocabulary necessary to read a text and introduce sentence patterns used in the text. Select texts for reading that make use of repetition so that EAL/D students can become familiar with words and phrases.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures WA1ELYA3	Inferences require contextual cultural knowledge and a wide vocabulary, which most EAL/D students in the Beginning and Emerging phases of English language learning may still be learning.	Explain the cultural context of the books being read (for example the bush in <i>Possum Magic</i> by Mem Fox). Teach key vocabulary through the use of visuals and practical activities, including picture book illustrations. EAL/D students in the Beginning and Emerging phases of language learning should start with literal questions supported by visuals. Students should have a strong literal understanding before moving on to inferential questions. For EAL/D students, examples of inferential questions can check their understanding of gender pronouns. For example, 'Twiggy loves to eat berries. They are her favourite fruit'.
Creating texts Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words WA1ELYC1	EAL/D students will be able to take on feedback at levels commensurate with where they are on their EAL/D learning progression.	Use the EAL/D learning progression to identify what is possible for each EAL/D learner, according to their English language development. For example, instruction in some of the past tenses will be ineffectual for students in the Beginning phase of English language learning.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace WA1ELYC2	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of their EAL/D learning progression.	Allow EAL/D students the opportunity to share in one-on-one interactions or in smaller groups. Give students time to practise their delivery.
Creating texts Write words using unjoined lower- and upper-case letters WA1ELYC3	Not all languages are alphabetic. Some EAL/D students will have experiences with other languages that are not alphabetic (for example, logographic languages such as Chinese or syllabic languages such as Korean) or with alphabetic languages that have different scripts such as Russian.	Provide explicit instruction in the construction of letters with letter guides and starting points marked.
Creating texts Explore features of familiar digital tools to create or add to texts WA1ELYC4	EAL/D students' knowledge of ICT may be much less or much better developed than that of their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Year 2

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions WA2ELAI1	Investigating language choices requires students to be able to analyse. EAL/D students in all phases of their English language learning will find this variously challenging. Not all cultures interact in the same way. For example, turn-taking may not be typical for all students when speaking.	Allow EAL/D students to engage with this task in ways commensurate with their EAL/D learning progression. Some will be able to decode, others to analyse. Use oral, visual and digital texts to practise this skill.
Language for interacting with others Explore how language can be used for appreciating texts and providing reasons for preferences WA2ELAI2	Reasoning and explaining require the language of cause and effect in English (for example, 'I like this author because he always writes funny stories').	Teach how to join sentences using different conjunctions for different purposes (for example, <i>and</i> , <i>but</i> , <i>because</i>). Provide oral and written sentence patterns that students can vary by inserting their own preferences (for example, 'I like books about animals, but I don't like ones about magic').
Text structure, organisation and features Explore how texts across learning areas are organised differently and use language features depending on purposes WA2ELAT1	Text structures are socially constructed and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured and its purpose.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts. Be explicit about the relationship between text structure and text purpose.
Text structure, organisation and features Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred WA2ELAT2	Pronoun systems operate differently in different languages and sometimes are not used at all to differentiate gender. EAL/D students in the Beginning and Emerging phases of English language learning require specific instruction.	As a before-reading activity, track the nouns and pronouns in a text by highlighting each in the same colour. For example, 'Erosion is a problem. It affects ...'. Students could do similar highlighting of their own or peers' written texts.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Navigate print and digital texts using chapters, table of contents, indexes, sidebar menus, drop-down menus or links WA2ELAT3	Not all languages have written traditions, and for students from these cultural backgrounds understanding written language is even more challenging as they don't bring a print awareness with them to the classroom.	Provide examples of English print such as name cards, wall charts, posters and signs.
Language for expressing and developing ideas Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction WA2ELALA1	Connecting words – conjunctions – serve functional purposes. They may indicate addition of ideas (for example, 'and') or opposition of ideas (for example, 'but') or cause and effect (for example, 'so').	Teach the function of connecting words to EAL/D students. Provide lists of connectors and their purpose – in context – to help students focus on the content and be less hampered by the language challenges. Provide models of sentences using different conjunctions that students can vary to express their own ideas. Allow opportunities for EAL/D students to 'have a go' with new language structures, both orally and in writing, recognising that they will only be able to draw upon vocabulary and language structures that they have already learned.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups WA2ELALA2	Noun groups are expanded by adding adjectives. In English, we prefer an order for adjectives in noun groups (for example, ‘a beautiful red balloon’ rather than ‘a red beautiful balloon’). This preference for opinion adjectives before factual ones is innate for native English speakers because of their sense of the language. In English, the articles ‘a’, ‘an’, ‘the’ are particularly challenging for EAL/D students in all phases of English language learning as their usage in English is particularly complex and sometimes arbitrary. For example, the use of the article ‘the’ to refer to both the specific ‘the cat next door’, the general ‘the whale is the largest mammal’ and the arbitrary use, such as ‘the Earth’, but not ‘the Mars’. In some languages, the article ‘the’ is used before a person’s name, such as ‘The Josh’.	Teach word order to EAL/D students in the context of the sentences they are reading and writing. Ask students to write words on sentence strips, then cut and rearrange them in the right order. Pay attention to EAL/D students’ use of articles in their writing and explain their errors to them, not simply correct them. Notice any unusual uses of articles in texts that students are reading and talk about their use in that context.
Language for expressing and developing ideas Understand that images add to or multiply the meanings of a text WA2ELALA3	Visuals are not culturally neutral and often require as much explanation as words.	When explaining meanings, be aware of the language used to ensure that the explanations don’t use vocabulary more complicated than the word or concept under examination.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context WA2ELALA4	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same prior knowledge to build upon, and so special attention must be paid to vocabulary development in the classroom.	Introduce new vocabulary in context, using real objects, picture books and websites. Give EAL/D students multiple opportunities to use new vocabulary in guided and independent contexts. Provide word lists and definitions of challenging words prior to tackling new texts. Encourage the use of junior dictionaries, including picture dictionaries. Encourage personal dictionaries where EAL/D students can write new words in the context the word appeared in, its meaning in English and in their first language if they can do this.
Language for expressing and developing ideas Recognise that capital letters are used in titles and commas are used to separate items in lists WA2ELALA5	Capitalisation of words is specific to individual languages. For non-alphabetic languages, capitalisation is non-existent, and capitalisation differs among the alphabetic languages (for example, in German all nouns are capitalised, while some languages have no capitals).	Explicitly teach punctuation, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Phonic and word knowledge Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words WA2ELAP1	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Sounds and letters match only about 12% of the time, compared to almost 100% matches in some other alphabetic languages such as Finnish or Greek. Many other languages are far more transparent, and so decoding is predictable and spelling is not taught.	Find out about the first language of EAL/D students to understand which sounds are likely to be problematic for them. Family members or bilingual assistants, where available, can be helpful.

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables WA2ELAP2	Each language has its own sounds. English has 26 letters and 44 sounds (phonemes), and each phoneme has an average of 12 different graphic representations. Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce.	Do sound and letter knowledge on words that the students understand. Ensure that the meaning of words is established first before doing sound and syllable work.
Phonic and word knowledge Understand that a sound can be represented by various letter combinations WA2ELAP3	There are 44 phonemes in English, represented by over 280 letter or letter combinations. Letters can make different sounds and some letters have a very strong one-to-one sound-to-letter correspondence, but others, such as the vowels, do not.	Teach the variability of English sound–letter matches. Useful strategies include underlining graphemes with the same phoneme (for example, ‘boat’, ‘know’, ‘no’) as they occur in texts being read.
Phonic and word knowledge Use phoneme–grapheme (sound–letter) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words WA2ELAP4	Each language has its own sounds. The onsets in English are made from consonants, consonant clusters and digraphs. Some of the digraphs of English will be new for EAL/D students and difficult to distinguish and reproduce (for example, <i>th</i> , <i>thr</i>).	Teach phonics in the context of words that students clearly understand (for example, first teach the meaning of the word, and then unpack the phonemes of the word). Cutting the word up into its phonemic parts helps writing, reading and pronunciation (for example, <i>Th – is</i>).
Phonic and word knowledge Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words WA2ELAP5	English spelling is generally considered more challenging than many other languages due to its numerous exceptions and inconsistencies. Languages like Russian, German, or Spanish tend to have a clearer one-to-one correspondence between sounds and letters, making it easier for learners to predict how a word will be spelled.	Cut the words into their morphemic chunks. Build word families from the morpheme under study to allow EAL/D students to efficiently expand their vocabulary and increase their comprehension.
Phonic and word knowledge Build morphemic word families using knowledge of prefixes and suffixes WA2ELAP6	Morphemes are the smallest meaningful parts of words and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students as it allows them to efficiently expand their vocabulary through building word families, and to increase their comprehension.	Pay explicit attention to prefixes and suffixes, explaining how they function to change the word’s meaning.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators WA2ELICO1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Engaging with and responding to literature Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences WA2ELIEN1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful.
Examining literature Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways WA2ELIEX1	The language of comparison in English includes the use of the comparative adjective forms. These include: adding ‘-er’ to one- or two-syllable adjectives (for example, ‘This person is funnier ’), using ‘more’ for adjectives with three or more syllables (for example, ‘This place is more beautiful’), and the irregular comparative adjectives such as ‘better’, not ‘gooder’. For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right.	Encourage EAL/D students to build lists of comparative forms, with the words in context, in their personal word books. Misused comparatives in EAL/D writing and speech should be explained rather than the error simply being corrected.
Examining literature Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes and songs WA2ELIEX2	Recognising rhyme and rhythm requires English pronunciation and an ability to hear the phonemes of English. EAL/D students in the Beginning and Emerging phases will not yet have these skills.	Provide alternative ways of completing a rhyming task that supports Beginning and Emerging phase students. For example, provide students with a list of rhyming words rather than asking them to come up with their own rhyming words.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating literature Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools WA2ELICR1	Creating texts in English may be difficult for some EAL/D students, even though they may have a good understanding of the story they want to tell.	Allow EAL/D students to draw before writing in order to provide a concrete reference tool that the teacher and learner can use to build written vocabulary.
Literacy		
Texts in context Identify how similar topics and information are presented in different types of texts WA2ELYT1	All cultures have literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Ask EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful.
Interacting with others Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions WA2ELYI1	Listening for long periods of time and trying to comprehend is very tiring. Sometimes a lack of attention is simply an indication that the EAL/D learner has been overloaded and requires supplementary support. Some EAL/D students in the Beginning phase of English language learning will go through a silent period where they choose to listen rather than attempt to speak in the new language.	Always support verbal instructions with visual supports and gestures and revisit the EAL/D learner often while on task to reinforce instructions. Allow students opportunities to share in one-on-one and small group situations.
Analysing, interpreting, and evaluating Identify the purpose and audience of imaginative, informative and persuasive texts WA2ELYA1	EAL/D students may be multilingual as they are already communicating, orally or in writing, in at least one other language. Maintenance of their home language is important to their English language learning. Many cultures have strong oral storytelling traditions (for example, Aboriginal communities).	Ask students to share different kinds of texts, including oral storytelling from their first language. These can be displayed in the classroom and used for comparative study.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies WA2ELYA2	Reading aloud may be particularly daunting for an EAL/D student. The student may be particularly conscious of their accent, which other students may find a source of amusement, thus exacerbating the self-consciousness of the student.	Give students opportunities to practise reading aloud individually with a teacher or education assistant. In all cases, students should be encouraged and their progress praised. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend for native speakers.
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning in a range of texts for different purposes WA2ELYA3	Contextual and visual information that we often assume is supportive of learning is culturally loaded. EAL/D students may not have experience with the cultural context or images of books (for example, the bush and Australiana in <i>Possum Magic</i> by Mem Fox). Teachers should never assume prior knowledge. Inferences at this stage require contextual cultural knowledge, a wide vocabulary and a growing competency with grammatical devices such as cohesion. Often, EAL/D students in the Emerging phase have good decoding skills that can mask comprehension difficulties.	Ensure that a variety of visuals are used to support communication and comprehension, and effort should be made to use visuals that will be familiar to the learner. Teach the cultural context of any book through an initial book orientation. Reading assessment methods such as Running Records, Retells (oral, written or drawn) and comprehension questions (oral, written or drawn answers) are a crucial component of assessing reading competency in EAL/D students.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words WA2ELYC1	Text structures are socially constructed and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured and its purpose.	Provide text structure frameworks within which to write specific types of texts, making purpose explicit. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts and sentence structures within those types of texts.
Creating texts Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace WA2ELYC2	Speaking in front of groups is challenging for EAL/D students in the Beginning phases of English language learning.	Allow EAL/D students the opportunity to share in one-on-one interactions or in smaller groups. Give students time to practise their delivery.
Creating texts Write words legibly and with growing fluency using unjoined lower- and upper-case letters WA2ELYC3	Not all languages are alphabetic. Some EAL/D students will have experiences with other languages that are not alphabetic (for example, logographic languages such as Chinese or syllabic languages such as Korean) or with alphabetic languages that have different scripts, such as Russian. Students from some alphabetic language backgrounds who arrive with schooling experience will have already commenced using joined script in the first language.	Provide explicit instruction in the construction of letters with letter guides and starting points marked. Find out what experiences with print EAL/D students have had.
Creating texts Use features of digital tools to create or add to texts WA2ELYC4	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Year 3

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality WA3ELAI1	Collaboration and cooperative learning are learning styles that are not universal. Some students will have come from a schooling system where they were required to work individually, rather than collaboratively.	Teach group work skills explicitly and reward them positively. Be aware that there may be cultural sensitivities when assigning groups. A discreet conversation with the student/s before this commences will be useful in avoiding any issues (such as mixing boys and girls, certain ethnic groups, or different mobs).
Language for interacting with others Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful WA3ELAI2	The modal verbs in English (for example, 'will', 'may', 'might', 'should', 'could') modify the certainty of verbs and are mastered late in the language progression of EAL/D students. Students will need assistance in manipulating modality for correct effect.	Discuss different modal verbs in context (for example, in school rules, road rules). Substitute modal verbs in a sentence and discuss the changes in intensity of meaning. Give EAL/D students multiple opportunities to use new vocabulary in guided and independent spoken and written contexts.
Text structure, organisation and features Describe how texts across learning areas are organised into stages and use language features relevant to their purpose WA3ELAT1	Text structures are socially constructed and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain appropriate language choices and sentence structures. Make the links between type of text and purpose explicit. Build, with students, language appropriate to the type of text.
Text structure, organisation and features Understand that paragraphs are a key organisational feature of the stages of written texts, grouping related information together WA3ELAT2	Hearing the difference between informal and formal language is difficult for EAL/D students.	Unpack the words within contractions and explain the contexts in which they may be used.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Identify the purpose of layout features in print and digital texts, and the words and symbols used for navigation WA3ELAT3	Text structures are socially constructed and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of text layouts.	Provide text structure frameworks to identify specific features. Use model texts to demonstrate and explain the features in a type of text.
Language for expressing and developing ideas Understand that sentences are usually made up of clauses, and the subject and verb within the clauses need to agree WA3ELALA1	Understanding subject-verb agreement requires an understanding of verb types and tenses in English. Verbs in English may be regular or irregular. Regular verbs follow predictable patterns when written in the past (for example, adding 'ed'). Irregular verbs are commonly used but have challenging and unpredictable forms in the past (for example, 'teach – taught'). Regular verbs add 's' to the base verb in the third person to achieve subject-verb agreement (for example, 'she walks'). Irregular verbs use other structures (for example, 'she is').	Pay attention to the errors that EAL/D students are making with verbs and support them with lists of irregular verb structures in context. Provide examples as the students show a need to use them.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand how verbs represent different processes for doing, feeling, thinking, saying and relating WA3ELALA2	The vocabulary of feelings and emotions is challenging for EAL/D students in all phases of language learning, as it is often abstract. Often, language is learned through visual reinforcement, and this is not always possible for abstract nouns as these nouns represent ideas, concepts and qualities. The modal verbs in English (for example, 'will', 'may', 'might', 'should', 'could') modify the certainty of verbs and are mastered late in the language progression of EAL/D students. Many languages have no modality. Students from these backgrounds will need support in understanding how a degree of certainty can create nuance or indicate deference.	Make use of bilingual assistants and bilingual dictionaries, as EAL/D students are more likely to know this vocabulary in their home language. Build glossaries of technical vocabulary. Build concept maps of related vocabulary words.
Language for expressing and developing ideas Understand that verbs are anchored in time through tense WA3ELALA3	Tense is marked through verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses. These are not interchangeable and are used to make fine distinctions of meaning. For example: 'The little red hen baked the bread. The little red hen was baking the bread. The little red hen has baked the bread'. EAL/D students' use of tense and readiness to learn new tenses are dependent upon where they are on the EAL/D learning progression.	Explicitly teach the ways in which verbs work in English. Use shared reading of texts to explain how different text structures work. Give EAL/D students multiple opportunities to practise the use of tense in structured verbal contexts at levels commensurate with where they are on the EAL/D learning progression.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Identify the effect on audiences of techniques, such as shot size, vertical camera angle and layout in picture books, advertisements and film segments WA3ELALA4	Just as written texts are socially constructed, so are visual texts. It is important not to assume that visuals are an 'international' language that is read the same way in all cultures. The images in visual texts are culturally based and will not necessarily be obvious or familiar to EAL/D students; for example, colour has different symbolic meanings in different cultures.	Visual texts need to be analysed and explained in the same way as written texts. Explain the images in texts and select a range of visual texts to examine in order to broaden the appeal for the diversity of students in the classroom.
Language for expressing and developing ideas Extend topic-specific and technical vocabulary and know that words can have different meanings in different contexts WA3ELALA5	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Many other languages have more congruent sound/symbol or meaning/logograph relationships, and so spelling is not taught in countries that speak these languages. Morphemes are the smallest meaningful parts of words and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students, as it allows them to efficiently expand their vocabulary through building word families and to increase their comprehension.	Support Beginning phase EAL/D students with the opaque nature of sound–symbol matching in English. Useful strategies include underlining graphemes with the same phoneme (for example, 'boat', 'know', 'no') as they occur in texts being read. Teach the meanings of morphemes, as this knowledge will increase EAL/D students' understanding of English syntax rules. It also allows them to efficiently expand their vocabulary, through building word families, and to increase their comprehension.
Language for expressing and developing ideas Understand that apostrophes signal missing letters in contractions, and apostrophes are used to show singular and plural possession WA3ELALA6	Punctuation is different in different languages. In some languages (such as Arabic) it does not exist, and in other languages the symbols used are different. For example, in German all nouns are capitalised, while some languages have no capitals; in Spanish, an inverted question mark is used at the beginning of the question with a standard question mark at the end.	Explicitly teach punctuation, ensuring that EAL/D students understand both the symbol and the function of punctuation.

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Understand how to apply knowledge of phoneme–grapheme (sound–letter) relationships, syllables, and blending and segmenting to fluently read and write multisyllabic words with more complex letter patterns WA3ELAP1	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Many other languages have more congruent sound/symbol or meaning/logograph relationships, and so spelling is not taught in countries that speak these languages.	Support Beginning phase EAL/D students with the opaque nature of sound–symbol matching in English. Useful strategies include underlining graphemes with the same phoneme (for example, ‘boat’, ‘know’, ‘no’) as they occur in texts being read.
Phonic and word knowledge Use phoneme–grapheme (sound–letter) relationships and less common letter patterns to spell words WA3ELAP2	Spelling is developmental, and English spelling will cause problems for students from oral cultures and those from languages that are phonetically represented (such as Spanish and Indonesian) because many words in English do not follow a phonetic pattern.	Ensure that students have a sound grasp of letter/name and within-word pattern spelling knowledge before introducing them to affixes and derivational relations spelling patterns. Assist students to use visual knowledge to learn irregular words such as ‘watch’ or ‘women’.
Phonic and word knowledge Recognise and know how to write most high-frequency words, including some homophones WA3ELAP3	EAL/D students will still be developing a bank of high-frequency words for school purposes. High frequency can be socially and culturally defined, and so assumptions should not be made about what is likely to be known vocabulary.	Teach EAL/D students the meaning of the surrounding context, and how this shows the meaning of the homophone. Other languages have homophones too (for example, Chinese), and it can be useful to explain the homophone phenomenon by comparing it with the first language. Family members or bilingual assistants, where available, can help.
Phonic and word knowledge Understand how to apply knowledge of common base words, prefixes, suffixes and generalisations for adding a suffix to a base word to read and comprehend new multimorphemic words WA3ELAP4	Morphemes are the smallest meaningful parts of words and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students, as it allows them to efficiently expand their vocabulary through building word families and to increase their comprehension.	Teach the meanings of morphemes, as this knowledge will increase EAL/D students’ understanding of English syntax rules. It also allows them to efficiently expand their vocabulary, through building word families, and to increase their comprehension.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Discuss characters, events and settings in different contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators WA3ELICO1	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Engaging with and responding to literature Discuss connections between personal experiences and character experiences in literary texts and share personal preferences WA3ELIEN1	The vocabulary required for expressing preferences is challenging for EAL/D students, particularly in the Beginning and Emerging phases of English language learning, as it is often abstract.	Use visual reinforcement to teach this vocabulary. Ask family members or bilingual assistants, where available, to assist as the students may know this vocabulary in their first language.
Examining literature Discuss how an author uses language and illustrations to portray characters and settings in texts, and explore how the settings and events influence the mood of the narrative WA3ELIEX1	Speculation requires the use of hypothetical language structures (for example, 'I think the author chose this because ...'). EAL/D students in the Beginning and Emerging phases will not be using these structures.	Provide alternative options for EAL/D students in the Beginning and Emerging phases to respond to literature (for example, through drawing). Provide oral and written models of speculative sentence structures for EAL/D students in the Emerging and Developing phases. Provide sentence stems to scaffold EAL/D students' use of hypothetical language structures.
Examining literature Discuss the effects of some literary devices used to enhance meaning and shape the reader's reaction, such as rhythm and onomatopoeia in literary texts, including poetry and prose WA3ELIEX2	Recognising rhyme and rhythm requires English pronunciation and an ability to hear the phonemes of English. Beginning and Emerging phase students will not yet have these skills.	Provide alternative ways of completing a writing task that support Beginning and Emerging phase students to participate (for example, provide them with a list of rhyming words rather than having to come up with their own rhyming words).

Content descriptions	Language/cultural considerations	Teaching strategies
Creating literature Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts WA3ELICR1	Creating imaginative texts is challenging for EAL/D students, particularly in the Beginning and Emerging phases of English language learning, as abstract expression is required. In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and reflective of what they have yet to learn. EAL/D students may have limited vocabulary banks from which to draw alternative words when editing text.	Allow students to use visual aids to assist them with expressing abstract ideas. Ask family members or bilingual assistants, where available, as the students may be able to initially express their ideas in their first language. Provide EAL/D students with alternative word options when editing work. Use personal words books to record words within the sentence and use a translation in the student's first language if desired and available.
Literacy		
Texts in context Recognise how texts can be created for similar purposes but different audiences WA3ELYT1	EAL/D students may not have had cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide models of all types of texts. EAL/D students in the Beginning phase will require extra scaffolds such as sentence stems and vocabulary lists.
Interacting with others Use interaction skills to contribute to conversations and discussions to share information and ideas, recognising the value of others' contributions and responding through comments, recounts and summaries of information WA3ELYI1	Collaboration and cooperative learning are not universal learning styles. Some students will have come from a schooling system where they were required to work individually rather than collaboratively.	Teach group work skills explicitly and reward them positively. Be aware that there may be cultural sensitivities when assigning groups. A discreet conversation with the student/s before this commences will be useful in avoiding any issues (such as mixing boys and girls, certain ethnic groups or different mobs). Give EAL/D students multiple opportunities to interact with other students through collaborative learning experiences.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Identify the purpose and audience of some language features and/or images in imaginative, informative and persuasive texts WA3ELYA1	Identifying the purpose and audience requires students to be able to analyse language. EAL/D students in all phases of their English language learning will find this variously challenging.	Allow EAL/D students to engage with this task in ways commensurate with their EAL/D learning progression. Some will be able to decode, others to analyse, and the more able will identify purpose and audience. Use oral, visual and digital texts to practise this skill.
Analysing, interpreting, and evaluating Read a range of texts combining phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when required WA3ELYA2	Self-correction requires an innate sense of what sounds right in English and what makes sense. EAL/D students in the Beginning and Emerging phases of learning do not have this sense of the language and cannot easily self-correct. EAL/D students in these early phases of learning usually do not have enough language knowledge to predict upcoming words.	Explicitly teach what is possible in English grammar and vocabulary and do not rely on questions such as ‘Does this sound right?’ or ‘Does that make sense?’ Reading assessment methods such as Running Records, Retells (oral, written or drawn) and comprehension questions (oral, written or drawn answers) are a crucial component of assessing reading competency in EAL/D students.
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features WA3ELYA3	Inferences are made through an assumption of cultural knowledge, or an understanding of a range of vocabulary (for example, good synonym knowledge), or from the use of reference words, or through literary devices such as metaphor.	Provide EAL/D students with specific instruction in all these language features to access meaning in texts.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words WA3ELYC1	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn. EAL/D students in the Beginning and Emerging phases are unlikely to be able to self-correct errors in writing or recognise the alternative choices when using spellcheck.	Supply a scaffolded editing checklist for EAL/D students (for example, underlining a spelling mistake and indicating which letters are incorrect; underlining a word in the incorrect tense and indicating which tense was required). Model the editing process for EAL/D students.
Creating texts Plan, create, rehearse and deliver short oral and/or multimodal presentations to inform, express opinions or tell stories, using a clear structure, details to elaborate ideas, topic-specific and precise vocabulary, visual features, and appropriate tone, pace, pitch and volume WA3ELYC2	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of English language learning. Students may be particularly conscious of their accent which other students may find a source of amusement, thus exacerbating the self-consciousness of the student.	Teachers may choose to give students a chance to present in smaller groups or take time out to practise their delivery. In all cases, students should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or ' syllable ', thus making the word more difficult to comprehend for native speakers.
Creating texts Write words using joined letters that are clearly formed and consistent in size WA3ELYC3	Some EAL/D students will have already commenced using joined script in the first language.	Find out what experiences EAL/D students have had with print and use this information to support them.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Use features of digital tools to create or add to texts for a purpose WA3ELYC4	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Year 4

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Explore language used to develop relationships in formal and informal situations WA4ELAI1	Degrees of formality differ across languages and cultures, and it can be difficult to learn the nuances and the correct language choices for each situation.	Give clear guidelines and examples of the kinds of language expected in different situations (for example, with friends, the teacher, or a visitor to the classroom) and provide opportunities to rehearse these in supportive situations.
Language for interacting with others Identify the subjective language of opinion and feeling, and the objective language of factual reporting WA4ELAI2	EAL/D students often learn the social language of school quickly. This masks the challenges they may be facing with the academic language of the classroom, which becomes more predominant in the upper primary grades.	Monitor the language use of EAL/D students in the Developing and Consolidating phases of English language learning. Provide explicit prompts and models for language for different purposes. Explicitly teach text structures and vocabulary for expressing opinions and factual reporting.
Text structure, organisation and features Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose WA4ELAT1	EAL/D students may not have had cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide models of all types of texts at all times. EAL/D students in the Beginning phase of English-language learning will require extra scaffolds, such as sentence stems and vocabulary lists.
Text structure, organisation and features Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas WA4ELAT2	Texts in English are most often linear and follow a specific, sequential order from beginning to end. Many languages and cultures, such as Aboriginal and Torres Strait Islander cultures, often incorporate non-linear narratives in their storytelling which is characterised by cyclical or fragmented storytelling where the beginning, middle, and end aren't rigidly defined.	Explicitly teach linear text structures and provide text structure frameworks to highlight sequencing. Use model texts to demonstrate and explain the sequencing in linear texts.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Identify text navigation features of print and digital texts that enhance readability, including headlines, drop-down menus, links, graphics and layout WA4ELAT3	Text navigation features are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of print and digital text features.	Provide sample print and digital texts and model how to identify and/or use specific features.
Language for expressing and developing ideas Understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality WA4ELALA1	Complex sentences will be difficult for Beginning and Emerging phase students who are still mastering simple sentences.	Explicitly explain and model how to construct complex sentences, as well as the ways in which phrases and clauses giving extra information can be moved around for effect in English sentence structure.
Language for expressing and developing ideas Investigate how quoted (direct) and reported (indirect) speech are used WA4ELALA2	The conversion from dialogue to reported speech requires sophisticated knowledge of the tenses, which will be challenging for all EAL/D students. In English, tense is marked through the verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses.	Show EAL/D students the way in which the tense changes from dialogue ('I will go to the park') to reported speech ('He told me he was going to the park'). Provide models and opportunities for oral practice of the tense changes. Use examples from texts, particularly dialogue in imaginative texts, to teach direct speech.
Language for expressing and developing ideas Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details WA4ELALA3	Adverbial phrases can often be moved in the sentence to achieve different effects (for example, 'In the deep blue ocean, a timid dolphin frolicked' or 'A timid dolphin frolicked in the deep blue ocean'). Prepositions such as 'on', 'up' or 'with' are challenging words in English. They often collocate with other words as part of phrases (for example, 'on the weekend', but 'in the holidays'; we travel 'on a bus', but 'in a car').	Teach EAL/D students the ways in which phrases can be moved around in sentences for effect and be explicit about what is possible. Teach prepositions within phrases, keeping words together to ensure that EAL/D students hear and see them in context, and provide wall charts of common examples.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand past, present and future tenses and their impact on meaning in a sentence WA4ELALA4	Tense is marked through verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses. These are not interchangeable and are used to make fine distinctions of meaning. For example, 'The little red hen baked the bread', 'The little red hen was baking the bread' and 'The little red hen has baked the bread'. EAL/D students' use of tense and readiness to learn new tenses are dependent upon where they are on the EAL/D learning progression.	Explicitly teach the ways in which verbs work in English. Use shared reading of texts to explain how different text structures work. Give EAL/D students multiple opportunities to practise the use of tense in structured verbal contexts at levels commensurate with where they are on the EAL/D learning progression.
Language for expressing and developing ideas Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts WA4ELALA5	Just as written texts are socially constructed, so are visual texts. It is important not to assume that visuals are an 'international' language that is read the same way in all cultures. The images in visual texts are culturally based and will not necessarily be obvious or familiar to EAL/D students; for example, colour has different symbolic meanings in different cultures.	Visual texts need to be analysed and explained in the same way as written texts. Explain the images in texts and select a range of visual texts to examine in order to broaden the appeal for the diversity of students in the classroom.
Language for expressing and developing ideas Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources WA4ELALA6	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Teach words in context, as words and phrases take their meanings from the context of the sentences and texts they appear in. Build banks of synonyms for EAL/D students. Model synonyms in sentences to help students understand subtle changes in meaning. Use structured speaking activities so that EAL/D students can practise the use of new words.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation WA4ELALA7	Punctuation is different in different languages. In some languages it does not exist, and in other languages the symbols used are different (for example, in German all nouns are capitalised).	Teach punctuation explicitly, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Phonic and word knowledge Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes WA4ELAP1	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students in the Beginning phase of language learning and are difficult to distinguish and reproduce (for example, <i>str</i> and <i>thr</i>). Reading and writing multisyllabic words can be challenging for EAL/D learners.	Teach students to identify the number of syllables in a word by clapping or tapping each syllable. Practise reading and writing multisyllabic words in meaningful contexts, such as sentences or short paragraphs. Encourage students to blend sounds within syllables and to recognise meaningful word parts (prefixes, suffixes, root words).
Phonic and word knowledge Understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words WA4ELAP2	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students in the Beginning phase of language learning and are difficult to distinguish and reproduce (for example, <i>str</i> and <i>thr</i>). The vowel sounds in English are particularly nuanced with 20 different vowel sounds.	Provide multiple strategies for understanding how words are spelt, not always relying on the sounds as these are difficult for Beginning English language students. For example, use visual memory, especially for irregular words such as 'should' and words with silent letters.
Phonic and word knowledge Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling WA4ELAP3	EAL/D students in the Beginning and Developing phases of English language learning will not be able to use context to infer meaning because of their limited vocabulary and experiences of language.	Teach EAL/D students the meaning of the surrounding context and how this shows the meaning of the homophone. Other languages have homophones too (for example, Chinese), and it can be useful to explain the homophone phenomenon by comparing it with the first language. Family members or bilingual assistants, where available, can help.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Recognise similar storylines, ideas and relationships in different contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors WA4ELICO1	All cultures have literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members or bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Engaging with and responding to literature Describe the effects of text structures and language features in literary texts when responding to and sharing opinions WA4ELIEN1	Analysis of text structure and language features assumes a minimum level of English language competence, which EAL/D students in the Beginning and Emerging phases may not yet have acquired.	Start by choosing text structures and language features that the students are familiar with. For students in the Beginning and Emerging phases, provide highly scaffolded activities that focus on one feature at a time.
Examining literature Discuss how authors and illustrators make stories engaging by the way they develop character, setting and plot tensions WA4ELIEX1	EAL/D students may not have had cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> and may not be familiar with metalanguage that has been introduced in earlier years.	Provide explanations and examples of the metalanguage used in examining literature (for example, 'characterisation' and 'plot development'). Provide glossaries and classroom-constructed wall charts to assist EAL/D students.
Examining literature Examine the use of literary devices and deliberate word play in literary texts, including poetry to shape meaning WA4ELIEX2	The ability to play and innovate with language is a very advanced language skill that all EAL/D students will find challenging. It requires a wide vocabulary but also relies on cultural references that may not be in the experiences of the EAL/D learner.	Explain puns and spoonerisms by unpacking the way they have been constructed and explaining the cultural context. Visuals can help with this. Nonsense words and neologisms are often formed on an intuitive instinct for the way morphemes work in English. This can be a teaching opportunity for EAL/D students.
Creating literature Create and edit literary texts by developing storylines, characters and settings WA4ELICR1	All students have rich experiences and knowledge that are valuable resources to be drawn upon to add to the learning experiences of all students in the classroom.	Draw upon the experiences of all students when modelling possible story starters to the class.

Content descriptions	Language/cultural considerations	Teaching strategies
Literacy		
Texts in context Compare texts from different times with similar purposes and audiences to identify similarities and differences in their depictions of events WA4ELYT1	When talking about 'earlier times', these may be unfamiliar to EAL/D students from different cultures.	Bring a variety of texts from 'earlier times' (print, visual and oral) to the classroom. Encourage family members to help with this.
Interacting with others Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information WA4ELYI1	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting differ according to culture.	Explicitly model the requirements of interaction skills. Provide support in the form of extra rehearsal. Filming a rehearsal and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what is being assessed.
Analysing, interpreting, and evaluating Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text WA4ELYA1	EAL/D students in the Beginning and Emerging phases of English language learning will not have the semantic and grammatical resources to read different types of texts independently.	Provide students in the Beginning and Emerging phases of English language learning with a variety of texts with content of interest to them, and supportive vocabulary and syntax, such as texts that make use of repeated phrases or refrains and support their reading. Provide students in the Developing and Consolidating phases of English language learning with scaffolds and vocabulary lists to help them engage with new texts.
Analysing, interpreting, and evaluating Read different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed WA4ELYA2	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce. This means that a Standard Australian accent is difficult to reproduce and comprehend and may cause them stress when reading aloud.	Consider EAL/D students' diverse linguistic backgrounds by using culturally relevant texts and providing processing time. Consider individual learning needs by adjusting text difficulty for different students, promoting vocabulary acquisition and fostering an inclusive environment where mistakes are allowed.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning to expand topic knowledge and ideas, and evaluate texts WA4ELYA3	Inferences are made through an assumption of cultural knowledge, an understanding of a range of vocabulary (for example, good synonym knowledge), from the use of reference words or through literary devices such as metaphor.	Explicitly teach comprehension strategies to EAL/D students. Activate their prior knowledge using visuals and charts and use scaffolding techniques, such as graphic organisers and reciprocal teaching.
Creating texts Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation WA4ELYC1	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn. EAL/D students in the Beginning and Emerging phases of English language learning are unlikely to be able to self-correct errors in writing or recognise the alternative choices when using a spellcheck function.	Supply a scaffolded editing checklist for EAL/D students. For example, underlining a spelling mistake and indicating which letters are incorrect or underlining a word in the incorrect tense and indicating which tense was required.
Creating texts Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic, tell a story, recount events or present an argument using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume WA4ELYC2	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of English language learning.	Give students a chance to present in smaller groups and allow them time to practise their delivery.
Creating texts Write words using clearly formed joined letters, with developing fluency and automaticity WA4ELYC3	Some EAL/D students may not have experienced a written script in any language.	Be aware of the print literacy experiences of EAL/D students. Family members can provide this information.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Use features of digital tools to create or add to texts for a variety of purposes WA4ELYC4	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be affected.	Explicitly teach keyboard skills, including charts that show upper- and lower-case matches (as keyboards are in the upper case).

Year 5

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Understand that language is selected for social contexts and that it helps to signal social roles and relationships WA5ELAI1	Degrees of formality differ across languages and cultures, and it can be difficult to learn the nuances and the correct language choices for each situation.	Give clear guidelines and examples of the kinds of language expected in different situations. For example, with friends, the teacher or a visitor to the classroom. Provide opportunities for EAL/D students to rehearse more formal instances of language use in small groups. Teacher feedback is important in promoting formal language use.
Language for interacting with others Understand how to move beyond making bare assertions by taking account of differing ideas or opinions and authoritative sources WA5ELAI2	The trait of open mindedness is not valued in all cultures. Some EAL/D students may be from cultures where the recognition of new ideas and the consideration of different perspectives and opinions is not valued or even prohibited. EAL/D students may have also lived in environments where challenging authority is punished or illegal.	Take the time to learn about each student's cultural background, beliefs, and experiences to build trust and rapport. Examine your own cultural assumptions and biases to ensure they do not negatively impact your teaching or interactions with students. Create a safe space for open and respectful discussions about different cultural norms, traditions and perspectives. Explicitly teach the language required to express a personal opinion.
Text structure, organisation and features Compare how texts across learning areas are typically organised into characteristic stages and phases and use language features depending on purposes in texts WA5ELAT1	EAL/D students may not have had cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide models of all types of texts at all times. EAL/D students in the Beginning phase will require extra scaffolds such as sentence stems and vocabulary lists.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text WA5ELAT2	EAL/D students in the Beginning and Emerging phases of English language learning will be using simple cohesive words and phrases until they have developed sufficient skills to use these.	Teach transition words and phrases by categorising them by their function, such as time, contrast, addition and provide examples. Start with basic concepts like sequencing, then introduce more complex relationships like cause and effect or comparison. Use tools like anchor charts to display and reference words, practise with activities like collaborative story-building and model their use by analysing texts to see how authors use transitions.
Language for expressing and developing ideas Understand that the structure of a complex sentence includes an independent clause and at least one dependent clause, and understand how writers can use this structure for effect WA5ELALA1	Simple and compound sentence structures are the first ones mastered by EAL/D students. Complex sentences using main and subordinate clauses are learned further along the EAL/D learning progression.	Beginning and Emerging phase students will require support with simple sentences and their structure before they can work with complex sentence structures. Developing and Consolidating phase students can be supported with complex sentences by working with the structure of the sentences. Write sentences on cardboard or on the interactive whiteboard and cut these into their clause components. Provide sentence models for students to modify by inserting their own content but retaining the structure.
Language for expressing and developing ideas Understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea WA5ELALA2	Noun groups/phrases can be made by adding adjectives. In English, we prefer an order for adjectives in noun groups/phrases (for example, 'a beautiful red balloon' rather than 'a red beautiful balloon'). This preference for opinion adjectives before factual ones is innate for native English speakers because of their sense of the language but should be taught to EAL/D students.	Use interactive and oral activities to build students' use of noun and adjective groups.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Explain how the sequence of images in print, digital and film texts has an effect on meaning WA5ELALA3	The concept of sequence across cultures varies significantly, ranging from linear (a straight, one-way progression of past, present, future) in many Western cultures, to cyclical (a repeating pattern of seasons and events) in others. Other cultural views include procedural time (where a task's end is determined by the completion of the activity itself) and differing time orientations (past, present or future-focused).	Ask students to share texts from their first language. Compare these with linear texts in English to examine similarities and differences.
Language for expressing and developing ideas Understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words WA5ELALA4	Size of vocabulary is one of the best predictors of literacy success. EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Plan for vocabulary teaching and deliberately build vocabulary in the classroom. Teach the use of a thesaurus. Notice words being used differently in different contexts and point this out to students. For example, 'Stay in the shade' versus 'Shade one half of the circle'.
Language for expressing and developing ideas Use commas to indicate prepositional phrases, and apostrophes where there is multiple possession WA5ELALA5	Punctuation is different across languages. While the apostrophe is used for possession in English, its use can vary or not exist in other languages.	Explicitly teach punctuation, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Phonic and word knowledge Use phonic, morphemic and vocabulary knowledge to read and spell words that share common letter patterns but have different pronunciations WA5ELAP1	Morphemes are the smallest meaningful parts of words and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students as it allows them to efficiently expand their vocabulary through building word families and to increase their comprehension.	Build families of words according to their morphology. For example, through semantic webs where the core word is added to, such as 'fire, bushfire, fireman, firefighter'.

Content descriptions	Language/cultural considerations	Teaching strategies
Phonic and word knowledge Build and spell new words from knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations WA5ELAP2	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Teach spelling using an approach that is explicit, systematic and contextual. Incorporate visual aids, repetition and actions (e.g. writing in the air). Actively encourage students to use their new words in their daily speaking and writing.
Phonic and word knowledge Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word WA5ELAP3	Plural forms vary widely across languages. Some languages (like Japanese) have no pluralisation at all.	To teach irregular plurals, focus on memorisation through grouping and repetition.
Literature		
Literature and contexts Identify aspects of literary texts that represent details or information about historical, social and cultural contexts in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors WA5ELICO1	EAL/D students have cultural resources that give them experiences and knowledge as well as alternative perspectives on historical, social and cultural contexts. These are resources to be drawn upon to add to the learning experiences of all students.	Create a safe space for open and respectful discussions about different historical, social and cultural contexts. Examine your own cultural assumptions and biases to ensure they do not negatively impact your teaching or interactions with students.
Engaging with and responding to literature Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others WA5ELIEN1	EAL/D students will have opinions, but those in the Beginning and Emerging phases will not yet be able to use language to demonstrate their comprehension or their ideas. Since students can understand more than they can produce, even Developing and Consolidating phase students will find it challenging to use 'response' language.	Provide a range of options for responding to texts, including the use of visuals, the provision of a range of possible responses, and sentence prompts.

Content descriptions	Language/cultural considerations	Teaching strategies
Examining literature Recognise that the point of view in a literary text influences how readers interpret and respond to events and characters WA5ELIEX1	Different cultures (languages) interpret and analyse texts differently. Some EAL/D students may be from cultures where the author is viewed as an unquestionable authority, and their intent is the primary determinant of meaning. Therefore, be aware that EAL/D students may be unfamiliar with the concept of reader interpretation of texts, or they may have interpretations that differ from taken-for-granted interpretations in the classroom.	Model the interpretation of text and choose texts that carry ideas with which the students are familiar. Explicitly introduce the idea that readers can have different viewpoints.
Examining literature Examine the effects of imagery, including simile, metaphor and personification, and sound devices in literary texts, such as narratives, poetry and songs WA5ELIEX2	Metaphor, simile and personification are all elements of language that are used once a firm grounding of a language, its nuances and its manipulation are understood. EAL/D students in all phases of English language learning may not have had sufficient time in English culture to understand the interpretations of these.	Unpack the ways in which similes and metaphors work and build vocabulary banks that EAL/D students can use to come up with plausible similes and metaphors. Note the everyday use of metaphor and simile. For example, 'Let's be as quiet as little mice' and explain their meaning.
Creating literature Create and edit literary texts, experimenting with figurative language, storylines, characters and settings from texts students have experienced WA5ELICR1	EAL/D students come into the school and the curriculum at all ages and may be at any phase in their English language learning journey. They may not have the English language skills, or the long-term cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> , to enable them to create independent texts.	Provide EAL/D students with the opportunity to create texts at a level commensurate with their English language skill. Beginning phase students can use visuals and modelled sentences from the classroom, while Consolidating phase students will benefit from the provision of annotated models of the target text.

Content descriptions	Language/cultural considerations	Teaching strategies
Literacy		
Texts in context Describe the ways in which a text reflects the time and place in which it was created WA5ELYT1	Contextual information in texts is often assumed and culturally loaded. EAL/D students may not have had the same experiences or long-term cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> as their peers. Teachers should never assume prior knowledge.	Teach the cultural context of any book through an initial book orientation. Ask students to share texts from their first language. Compare these with texts in English to examine similarities and differences.
Interacting with others Use appropriate interaction skills, including paraphrasing and critical literacy questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea WA5ELYI1	Interaction skills are culturally specific. Some cultures may value directness, while others use more indirect language. Students from cultures that emphasise hierarchy may be hesitant to present and justify their own opinions or ideas.	Empower students to analyse how their own cultural identity influences their interpretation of the text. Teach students critical literacy skills, including strategies for understanding implicit and explicit meanings, evaluating authorial attitude, and recognising how cultural values are embedded in texts.
Analysing, interpreting, and evaluating Explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text WA5ELYA1	Identifying persuasive devices in texts requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students in all phases of their English language learning will find this variously challenging.	Allow EAL/D students to engage with this task in ways commensurate with their EAL/D learning progression. Some will be able to decode, others to analyse and the more able students will identify the positioning of the audience, although this will be a difficult task for most. Build EAL/D students' vocabulary relevant to persuasive, informative and imaginative texts.
Analysing, interpreting, and evaluating Navigate and read texts for specific purposes, monitoring meaning using strategies, such as skimming, scanning and confirming WA5ELYA2	EAL/D students come into the school and the curriculum at all ages and may be at any phase in their English language learning journey. They may not have the English language skills to enable them to independently navigate and interpret texts.	Have students retell stories orally to practise and demonstrate comprehension. Start with a model and then have them work in pairs or small groups to retell parts of the story. Encourage reading for enjoyment to build motivation and fluency.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning to evaluate information and ideas WA5ELYA3	Inferences require contextual cultural knowledge and a wide vocabulary, which most EAL/D students in the Beginning and Emerging phases of English language learning may still be learning.	Teach comprehension strategies using visuals, graphic organisers, and sentence starters, breaking down the processes into small steps and modelling each strategy explicitly.
Creating texts Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation, including dialogue punctuation WA5ELYC1	EAL/D students may not have had cumulative exposure to the Western Australian Curriculum and may not be familiar with the types of texts that other students have studied in previous years.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts, focusing on the language features of the specific type of text. Always provide models of texts. EAL/D students in the Beginning phase will require extra scaffolds such as sentence stems and vocabulary lists. Investigate with students the features of multimodal texts that contribute to making meaning.
Creating texts Plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features WA5ELYC2	Speaking in front of groups is challenging for EAL/D students in the Beginning phase of language learning.	Teachers may choose to give students a chance to present in smaller groups or take time out to practise their delivery. In all cases, students should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience.

Content descriptions	Language/cultural considerations	Teaching strategies
		For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend for native speakers.
Creating texts Develop a handwriting style that is becoming legible, fluent and automatic WA5ELYC3	Some languages have different print conventions from English, and some EAL/D students with first-language print literacy may have different expectations of print direction.	Find out the first-language print experiences of EAL/D students in the class and use this information to support them.
Creating texts Use features of digital tools to create or add to texts for a purpose and audience WA5ELYC4	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper- and lower-case matches (as keyboards are in the upper case).

Year 6

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Understand that language varies as levels of formality and social distance increase WA6ELAI1	The requirements for formality and social distance vary from culture to culture.	Explicitly explain and demonstrate both the levels of formality and social distance through discussion and role play.
Language for interacting with others Understand the uses of objective and subjective language, and identify bias WA6ELAI2	EAL/D students may understand this concept, but Beginning and Emerging phase students may find it difficult to show this understanding as they are yet to acquire the language necessary to make linguistic choices. This depends upon where they are on the EAL/D learning progression.	Encourage students to show their understanding in alternative ways. For example, provide them with clear examples of both subjective and objective language. Discuss which is which and what features create this subjectivity/objectivity.
Text structure, organisation and features Explain how texts across learning areas are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features WA6ELAT1	Beginning and Emerging phase students will find it difficult to see when an author has deliberately deviated from standard language features. Humour, for example, is culturally specific, and usually dependent upon a good understanding of cultural references and a broad vocabulary.	Give explicit examples of when and how authors innovate and the intended effect of this innovation. Use texts as models and unpack cultural references to explain why humour is created in examples.
Text structure and organisation Understand that cohesion can be created by the intentional use of repetition, and the use of word associations WA6ELAT2	Analysis of word use by an author requires contextual cultural knowledge and a wide vocabulary, which EAL/D students may still be learning.	Enlarge a section of text and highlight (using different colours) where particular words have been used for cohesion. Note that cohesion also works on subtle cultural levels. For example, some may find a clear relationship between 'popcorn' and 'movie', while others may not.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas WA6ELALA1	Complex sentences will be difficult for Beginning and Emerging phase students who are still mastering simple sentences. All languages have different grammatical rules, and English has a flexible structure where clauses can often be placed in different positions in sentences for effect.	Provide intensive support for those students still requiring assistance with simple sentence structure before requiring them to learn and attempt more complex sentences. Model sentence structures and demonstrate what is possible with sentences. For example, moving clauses around in a sentence to observe the effect.
Language for expressing and developing ideas Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups WA6ELALA2	Tense is marked through verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses. These are not interchangeable and are used to make fine distinctions of meaning. For example, 'The little red hen baked the bread', 'The little red hen was baking the bread' and 'The little red hen has baked the bread'.	Explicitly teach the ways in which verbs work in English. Use shared reading of texts to explain how different text structures work. Model a variety of verbs/adverbials for any given learning activity so that EAL/D students will develop their bank of verbs and adverbials to allow for greater linguistic choice.
Language for expressing and developing ideas Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning WA6ELALA3	Just as written texts are socially constructed, so are visual texts. It is important not to assume that visuals are an 'international' language that is read the same way in all cultures. The visual images in visual texts are culturally bound and will not necessarily be obvious or familiar to EAL/D students.	Visual texts need to be deconstructed and explained in the same way as written texts. Explain the analytical images in texts and look for a range of texts that include analytical images to examine their use, layout and contribution to meaning.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole WA6ELALA4	EAL/D students may still need time to understand the effect of word choice.	Use word clines and other vocabulary activities to support students in understanding the range of vocabulary available and the effect of these words. Encourage students to use bilingual dictionaries and to note the approximation for each word in their home language if one exists. Give EAL/D students multiple opportunities to use new vocabulary in interactive oral situations.
Language for expressing and developing ideas Understand how to use a comma for lists, to separate a dependent clause from an independent clause, and in dialogue WA6ELALA5	Punctuation is different across languages. In some languages it does not exist, and in other languages the symbols used are different.	Use context-based strategies, teach within sentence structure, and focus on common mistakes. Start with simple, clear rules and then move to more complex uses, ensuring lots of practice through activities like editing exercises.
Phonic and word knowledge Use phonic knowledge of common and less common grapheme–phoneme relationships to read and write increasingly complex words WA6ELAP1	Some English sounds may be difficult for EAL/D students to distinguish and reproduce, depending on students' first languages.	Use authentic texts that are rich in the targeted grapheme-phoneme correspondences to provide context and reinforce learning. Initially, choose decodable texts with familiar topics and vocabulary to allow students to focus on the new skills. Explicitly teach sound–letter matches and how to pronounce them, using visuals to explain articulation and building word banks with consistent and varying graphemes.
Phonic and word knowledge Use knowledge of known words, word origins, including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words, including technical words WA6ELAP2	Spelling is developmental, and English spelling will cause problems for students from oral cultures and those from languages that are phonetically represented (such as Spanish and Indonesian) because many words in English do not follow a phonetic pattern.	Ensure that students have a sound grasp of letter/name and within-word pattern spelling knowledge before introducing them to affixes and derivational relations spelling patterns. Assist students to use visual knowledge to learn irregular words such as 'watch' or 'women'.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Identify responses to characters and events drawn from historical, social or cultural contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors WA6ELICO1	Different cultures and languages interpret/analyse texts differently. Be aware that EAL/D students may have interpretations that may differ from taken-for-granted interpretations in the classroom. These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints and discussing social identity and cultural contexts.	Examine your own cultural assumptions and biases to ensure they do not negatively impact your teaching or interactions with students. Model interpretation of text and choose texts that carry ideas with which the students are familiar. Introduce the idea that readers can have different viewpoints. If they are happy to participate, use students as a resource to deepen this discussion. Ensure that respect for difference is maintained in the classroom at all times.
Engaging with and responding to literature Identify similarities and differences in literary texts on similar topics, themes or plots WA6ELIEN1	An exploration of similarities and differences will require the use of comparative language.	Provide a bank of expressions that can be used to describe similarities and differences (for example, 'similar to', 'the same as', 'like text A, text B' ...) so that EAL/D students can focus on giving the information, rather than the language, required to explain their ideas. Rehearse in oral situations prior to writing.
Examining literature Identify and explain characteristics that define an author's individual style WA6ELIEX1	Analysis can be performed once students have reached a level of language at which they are no longer just decoding text but also paying attention to the cues that are held within a text. EAL/D students may have interpretations of people and actions that differ from taken-for-granted interpretations in the classroom.	Brainstorm with students a range of adjectives and adverbs that they can use to describe and explain. Use visual aids like diagrams, labels and pictures to help with understanding. To teach the skill of analysis, use strategies like guided questioning, modelling and collaborative activities with sentence frames and graphic organisers.

Content descriptions	Language/cultural considerations	Teaching strategies
Examining literature Explain the way authors use sound and imagery to create meaning and effect in literary texts, including poetry WA6ELIEX2	Metaphor, simile and personification are all elements of language that are used once a firm grounding of language, its nuances and its manipulation can be understood. EAL/D students in all phases of English language learning may not have had sufficient time in English culture to understand the interpretations of these. This will be a challenging task for students in the Beginning, Emerging and Developing phases of language learning.	Unpack the ways in which similes and metaphors work and build vocabulary banks that EAL/D students can use to come up with plausible similes and metaphors. Note everyday uses of metaphor and simile (for example, 'as clear as mud') and explain their meaning. Find visual representations of similes and metaphors. Use exemplar texts to model how these new texts can be created. Use the gradual release of responsibility method to lead students to independent construction of such texts.
Creating literature Create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices WA6ELICR1	EAL/D students will have varying competence in creating texts and reproducing stylistic features in English depending on where they are on their English language learning journey.	A gradual release of responsibility (modelling and deconstruction of exemplar text, joint reconstruction and then independent construction) will assist students in understanding the structure, patterns and language features of the desired text.
Literacy		
Texts in context Examine texts, including media texts, that represent ideas and events, and identify how they reflect the context in which they were created WA6ELYT1	Different cultures and languages interpret/analyse texts differently. Be aware that EAL/D students may have interpretations that may differ from taken-for-granted interpretations in the classroom. These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints and discussing social identity and cultural contexts.	Examine your own cultural assumptions and biases to ensure they do not negatively impact your teaching or interactions with students. Model interpretation of text and choose texts that carry ideas with which the students are familiar.

Content descriptions	Language/cultural considerations	Teaching strategies
Interacting with others Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions WA6ELYI1	Interaction skills are culturally specific (for example, expected voice qualities and methods of presenting are all taught differently in different countries).	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming a practice run and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what they are being marked on.
Analysing, interpreting, and evaluating Analyse how text structures and language features work together to meet the purpose of a text and engage and influence audiences WA6ELYA1	EAL/D students in the Beginning and Emerging phases will have difficulty with the vocabulary and grammar of age-appropriate texts. EAL/D students at the Developing and Consolidating phases may still be unaware of the syntactic cues (the language patterns, word order and text structure) or semantic cues (for example, cultural and world knowledge, topic knowledge) needed to make sense of these texts.	Assist in choosing texts appropriate for students' abilities and scaffold them in interpreting age-appropriate texts. Present new vocabulary and introduce new grammatical features to be encountered in a new text. Model text processing strategies such as how to use a table of contents. This skill may be particularly unfamiliar to EAL/D students who are not literate in their first language.
Analysing, interpreting, and evaluating Select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features, such as a table of contents, glossary, chapters, headings and subheadings WA6ELYA2	EAL/D students may not have had cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> and may not be familiar with the types of texts that other students have studied in previous years.	Use model texts to demonstrate and explain the structural features of different text types.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, reading and viewing to build literal and inferred meaning, and to connect and compare content from a variety of sources WA6ELYA3	Not all EAL/D students will have been able to develop a range of reading comprehension strategies in their past schooling.	Explicitly model comprehension strategies (one at a time), using texts that the student can decode independently, and show how these strategies can then be used in conjunction with one another to make better sense of text. Identify syntactic cues. For example, that ‘tear’ can be a verb and a noun and explicitly explain these to students. Identify where semantic cues are used. For example, the use of ‘white’ to symbolise purity or the word ‘lamb’ to mean both a baby animal and a joint of meat and explicitly point these out for students.
Creating texts Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features WA6ELYC1	Many EAL/D students, particularly those at the Beginning and Emerging phases of language learning, will not have the written language proficiency required to achieve this task. As students move into the Developing and Consolidating phases, they will be able to attempt these skills with support, but their writing will still exhibit first language influence in both linguistic and stylistic features.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts. Provide vocabulary lists of common and necessary information (which students have time to study and research prior to the task).
Creating texts Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features WA6ELYC2	Presenting may be particularly daunting for an EAL/D student, especially those in the Beginning and Emerging phases. The student may be particularly conscious of their accent which other students may find a source of amusement, thus exacerbating the self-consciousness of the student.	Give students a chance to present in smaller groups or take time out to practise their delivery. In all cases, they should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information.

Content descriptions	Language/cultural considerations	Teaching strategies
		Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend for native speakers.
Creating texts Develop a handwriting style that is legible, fluent and automatic and varies according to purpose and audience WA6ELYC3	Students who are familiar with a different script may not yet have learned to write fluently in English and will need extra time to develop their handwriting.	If cursive writing is required, enable students to practise this at home in private. Set homework to develop this on an individual basis.
Creating texts Select and use features of digital tools to create or add to texts for a purpose and audience WA6ELYC4	EAL/D students will have varying experiences with ICT, from no exposure to technology at all to sophisticated usage. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Provide peer support for EAL/D students with no exposure to ICT and allow experienced EAL/D students to use ICT support when their English language skills are still developing.

Year 7

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Understand how language expresses and creates personal and social identities WA7ELAI1	EAL/D students may not understand the unwritten cultural 'boundaries' around where and when one can use text language (for example, in online forums or mobile phone messaging).	Highlight the contexts in which this kind of language may and may not be used.
Language for interacting with others Recognise language used to evaluate texts, including visual and multimodal texts, and how evaluations of a text can be substantiated by reference to the text and other sources WA7ELAI2	The use of appraisal is linked to linguistic and cultural understandings around the 'weight' of words and what they insinuate. Students in the Beginning and Emerging phases of language learning will still be developing a basic vocabulary and may not understand the nuances between word choices.	Employ strategies such as word clines to explicitly demonstrate the strength and inference that words carry. Discuss evaluative language in texts being read and how authors choose these deliberately to convey a point of view. Use classroom strategies that will develop EAL/D students' evaluative language.
Text structure, organisation and features Identify and describe how text structures and language features vary in texts according to purpose WA7ELAT1	EAL/D students may not have had cumulative exposure to the <i>Western Australian Curriculum and Assessment Outline</i> and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text and also the language features evident in the text.
Text structure, organisation and features Understand that the cohesion of texts relies on devices that signal structure and guide readers, such as overviews and initial and concluding paragraphs WA7ELAT2	EAL/D students may not have the prior knowledge to appreciate this without explicit teaching. Texts are socially constructed and so are organised differently in different languages. Some EAL/D students may bring different expectations of text structure and purpose.	Explicitly teach the cohesive devices mentioned through examples and teacher modelling and identify how these devices are used in texts being read.
Language for expressing and developing ideas Understand how complex and compound-complex sentences can be used to elaborate, extend and explain ideas WA7ELALA1	In the Beginning and Emerging phases of language learning, EAL/D students may still be trying to master the accurate reproduction of a simple sentence. Discussing embedded clauses if the simple or compound sentence structure is not well developed will cause confusion.	Consider each student's 'position' along the language learning continuum before embarking upon this learning.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Understand how consistency of tense through verbs and verb groups achieves clarity in sentences WA7ELALA2	Verb tense systems vary significantly across languages, with some having distinct past, present, and future tenses while others only mark past and non-past. Some languages have no grammatical tense at all, expressing time through other means like adverbs or context.	Provide sentences with incorrect tense shifts and have students identify the problem and correct it. Encourage students to read their work aloud to 'hear' if the verb sounds correct.
Language for expressing and developing ideas Analyse how techniques, such as vectors, angle and/or framing in visual and multimodal texts can be used to create a perspective WA7ELALA3	EAL/D students will have varying experiences with multimodal texts. As these are socially constructed and are organised differently in different languages, EAL/D students with experience of multimodal texts may bring different expectations of visual techniques.	Explicitly teach the techniques and identify how these are used in texts being read and/or viewed.
Language for expressing and developing ideas Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both every day and technical meanings WA7ELALA4	Size of vocabulary is one of the best predictors of literacy success. EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Plan for vocabulary teaching and deliberately build vocabulary in the classroom. Teach the use of a thesaurus. Present terms in a clear context and define them with examples before students begin independent work.
Language for expressing and developing ideas Understand and use punctuation, including colons and brackets to support meaning WA7ELALA5	Punctuation and its use vary across languages (some languages do not use it at all).	Explicitly teach punctuation, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Word knowledge Understand how to use spelling rules and word origins; for example, Greek and Latin roots, base words, suffixes, prefixes and spelling patterns to learn new words and how to spell them WA7ELAW1	Spelling is developmental, and Standard Australian English spelling will cause problems for students from oral cultures and those from language backgrounds that are phonetically represented (such as Spanish and Indonesian).	Ensure that students have a good grasp of letter/name and within word pattern spelling knowledge before introducing them to affixes and derivational relations spelling patterns.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Identify and explore ideas, perspectives, characters, events and/or issues in literary texts drawn from historical, social and/or cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators WA7ELICO1	EAL/D students may not have the prior knowledge of historical, social and cultural contexts that could be assumed of students who have been educated in an Australian context up to Year 7.	Explain the contexts surrounding the texts explicitly. Use visuals and film to give historical context and draw comparisons with a student's home culture to exemplify the social and cultural contexts and how they differ in English texts.
Engaging with and responding to literature Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response WA7ELIEN1	Many cultures do not expect students to develop their own opinion on texts. The 'expert' opinion is seen as correct and students are required to learn and reproduce these opinions. This means that some students may experience difficulty in providing an independent opinion and in understanding how to justify this opinion. As students move to the Developing and Consolidating phases of language learning, they should become more proficient in this area.	Explicitly model the language required to both state an opinion and to respectfully agree with others. Encourage EAL/D students to voice their opinions.
Engaging with and responding to literature Explain the ways that literary devices and language features, such as dialogue, and visual and audio features are used to create character, and to influence emotions and opinions in different types of texts WA7ELIEN2	Language and images may generate varying interpretations and implications depending on the background of the student (different cultural conceptualisation). These may differ from the intended interpretation in the original text. For example, a full moon can signal a mystical element in some cultures, or symbolise beauty in others, or create a sense of foreboding in thrillers.	Be explicit about implicit details in the narrative. Create opportunities for students to show their own conceptualisation through language or images.

Content descriptions	Language/cultural considerations	Teaching strategies
Engaging with and responding to literature Discuss the aesthetic and social value of literary texts using relevant and appropriate metalanguage WA7ELIEN3	Values will differ across cultures as they have different beliefs and attitudes.	An EAL/D student can contribute to the discussion, showing another way of interpreting and/or appreciating texts. For example, evaluating the rights of a convicted criminal in a novel or the role of the Anzacs in a text (invaders or heroes?). Note that these alternative interpretations may be counter to school cultural interpretations.
Examining literature Identify and explain the ways that characters, settings and events combine to create meaning in narratives WA7ELIEX1	The aesthetic value of texts is culturally constructed. EAL/D students in the Developing and Consolidating phases of language learning can contribute alternative interpretations to texts within a class situation based on their own experiences (for example, they may have alternative views of the characterisation of the army if they have had negative first-hand experiences of war). In the Beginning and Emerging phases, students will still be focusing on decoding the words within the narrative, and so it is useful if they can also experience literary texts as films or graphic novels.	Think, pair, share enables EAL/D students to voice their interpretations and evaluations of texts in a non-threatening way. For students at the Beginning and Emerging phases, provide graphic organisers (such as character maps) to record the information. Ensure that the texts selected are at an appropriate language and age level for the EAL/D learner. This may require differentiation of texts within the classroom.
Examining literature Identify and explain how literary devices create layers of meaning in texts, including poetry WA7ELIEX2	Literary devices and their impact can vary across cultures. A metaphor or symbol that is common in one culture may be unfamiliar or have a different meaning in another; for example, a moon or a cross.	Explicitly explain the cultural background of the texts and literary devices being studied. Acknowledge and value the cultural background, experiences, and prior knowledge that students bring to the learning experience.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating literature Create and edit literary texts that experiment with language features and literary devices encountered in texts WA7ELICR1	EAL/D students will have varying competence in discerning and reproducing stylistic features in English texts. Stylistic effects are also culturally specific. Students in the Beginning phase of language learning will be able to produce simple texts to demonstrate narrative viewpoint (for example, 'I go to the shop' and 'He goes to the shop'). As they progress towards the Consolidating phase, they will be more able to demonstrate their understanding of these stylistic features.	A gradual release of responsibility (modelling and deconstruction of exemplar text, joint reconstruction and then independent construction) will assist students in understanding the structure, patterns and language features of the desired text. Allow early language students to demonstrate their understanding of these features in less complex text or by identifying them in other texts.
Literacy		
Texts in context Explain the effect of current technology on reading, creating and responding to texts, including media texts WA7ELYT1	Students in the Consolidating phase may be able to demonstrate an in-depth knowledge of these features from their first language learning. Students in the Beginning, Emerging and Developing phases will need intensive support to develop the vocabulary required.	Explain the specific language (media terms) needed to provide an explanation. Provide a specific text structure for the explanation.
Interacting with others Use interaction skills when discussing and presenting ideas and information, including evaluations of the features of spoken texts WA7ELYI1	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting are all taught differently in different countries.	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming a rehearsal of a contribution to discussion and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of how they are being marked.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Analyse the ways in which language features shape meaning and vary according to purpose and audience WA7ELYA1	EAL/D students at the Beginning, Emerging and Developing phases will not understand the nuances of language in many situations. They will not recognise that the particular language choices made in the text can impact on meaning.	Explain how these structures and features shape meaning with concrete examples taken from texts being read. Model the variation of language according to audience and purpose through role-play that the students watch. Similarly, conduct an in-depth analysis of different language and text structures on a same topic and how these change according to audience and purpose (for example, a text, an email to a friend, a business email, a letter).
Analysing, interpreting, and evaluating Explain how ideas are organised through the use of text structures, such as taxonomies, cause and effect, extended metaphors and chronology WA7ELYA2	Be mindful that visuals, examples, and even concepts of ‘familiar’ objects can be culturally loaded and unfamiliar to students.	Ascertain what prior knowledge EAL/D students have. Teach text structures and grammatical features explicitly and in context. Include practical activities to reinforce key concepts.
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and summarise information and ideas when listening, reading and viewing WA7ELYA3	EAL/D students will be at varying places along the continuum of comprehension in the new language/dialect. Different cultures (languages) interpret/analyse texts differently. EAL/D students may have other interpretations of texts that run counter to the expected classroom interpretation. Synthesis is an advanced task that will require support.	Greater support and scaffolding will be required for students who have a lower level of comprehension than others. Graphic organisers may be useful. Model the interpretation of text, choosing texts that carry ideas with which the students are familiar. A retrieval chart (or other graphic organiser) will help students organise their ideas. Provide synonyms for commonly used words (for example, ‘witch’, ‘crone’, ‘hag’), as well as explicit modelling of the form required for the response.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Plan, create, edit and publish written and multimodal texts, selecting subject matter, and using text structures, language features, literary devices and visual features as appropriate to convey information, ideas and opinions in ways that may be imaginative, reflective, informative, persuasive and/or analytical WA7ELYC1	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn.	Peer editing or editing with the teacher can be an informative activity for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.
Creating texts Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience in ways that may be imaginative, reflective, informative, persuasive and/or analytical, by selecting text structures, language features, literary devices and visual features, and using features of voice, including volume, tone, pitch and pace WA7ELYC2	These may be particularly daunting for EAL/D students. They may be conscious of their accents, which other students may find a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires great sensitivity in many cases.	Consider giving EAL/D students a chance to present in smaller groups or take time out to practise their delivery. In all cases, they should be encouraged to provide visual supports for key words and concepts so that other students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience.
Creating texts Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods WA7ELYC3	Students who come from a different script background may not yet have learned to write fluently in English and will need extra time to develop their handwriting in English.	If cursive writing is required, enable students to practise this at home in private. Set homework to develop this on an individual basis.
Creating texts Select and use features of digital tools to create texts for different purposes and audiences WA7ELYC4	Prior knowledge in this area should not be assumed.	Ascertain what ICT skills an EAL/D student has and support them with specific instruction if needed.

Year 8

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Recognise how language shapes relationships and roles	EAL/D students already have at least one other language, which is a rich resource in the classroom.	Use culturally sensitive examples that are relevant to the cultural background of the cohort.
Language for interacting with others Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate	Literary devices can be understood once a firm grounding of language, its nuances and its manipulation, are understood. EAL/D students may not have had sufficient time in English culture to understand the English interpretations of these.	Provide intensive support for EAL/D students when teaching literary devices. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.
Text structure, organisation and features Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres WA8ELAT1	Analysis of texts can be performed once students have reached a level of language at which they are no longer just decoding text, but also paying attention to the syntactic and semantic cues that are held within a text.	Provide intensive support for EAL/D students when analysing texts and genres. Work closely with selected texts and discuss the effects of generic choices.
Text structure, organisation and features Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims WA8ELAT2	Understanding text cohesion requires developed academic language. EAL/D students in the Beginning and Emerging phases of English language learning will be using simple cohesive devices until they have developed sufficient skills to build on these.	Allow opportunities for oral activities that develop these skills. Enlarge a section of text and highlight cohesive devices (using different colours). Note that lexical cohesion also works on subtle cultural levels. For example, some may find a clear relationship between 'popcorn' and 'movie', while others may not. Give students in the Beginning and Emerging phases of English language learning the opportunity to practise simple cohesive devices before requiring them to engage in more advanced activities.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences WA8ELALA1	Students in the Beginning and Emerging phases of English language learning still trying to master simple clause structures will find this task difficult. Punctuation differs from language to language, and some languages have no punctuation.	Ensure that students have a firm understanding of simple clauses and sentences before attempting to explain complex sentences that contain embedded clauses. Explicitly model the punctuation required for an embedded clause and explain that this is an easy way for students to identify such clauses.
Language for expressing and developing ideas Understand the effect of nominalisation in texts WA8ELALA2	Nominalisation removes the person or thing responsible for the action and leaves information in an abstract form; for example, 'evaporation' refers to the process by which a liquid is turned into vapour. This may be confusing for some EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Provide charts that show the process and the nominalised form side by side (for example, the process of turning liquid into vapour, 'evaporation'), and encourage students to translate these words into their first language where possible.
Language for expressing and developing ideas Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning WA8ELALA3	Intertextuality relies upon the audience sharing cultural capital with the author. EAL/D students may not have seen/read/heard many of the texts that teachers assume will be well known.	If there are intertextual references, ensure that all students have seen the reference in its original form and then explicitly show the links between texts.
Language for expressing and developing ideas Identify and use vocabulary typical of academic texts WA8ELALA4	This is an area where teachers can give great insights into language choice for EAL/D students.	Consider texts in English and across curriculum areas, and how language becomes more abstract as it becomes more academic. Unpack these abstractions, modelling thought processes to assist EAL/D students to understand how these can be understood.
Language for expressing and developing ideas Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning WA8ELALA5	Punctuation and its use varies across languages (some languages do not use it at all).	Explicitly teach all English punctuation and its uses.

Content descriptions	Language/cultural considerations	Teaching strategies
Word knowledge Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy WA8ELAW1	Spelling in English is developmental. In many other languages the spelling of words is phonetic, and so inconsistencies and variations in English may cause frustration for EAL/D students.	Give EAL/D students multiple strategies for learning to spell, including looking at what words 'mean' – their morphemes and word origin, as well as how they sound – their phonemes and graphemes, and how they look – learning sight words.
Literature		
Literature and contexts Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators WA8ELICO1	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints and discussing country, identity and culture.	Use EAL/D students as a resource to deepen this discussion if they are happy to participate.
Engaging with and responding to literature Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts WA8ELIEN1	Many cultures do not expect students to develop their own opinion on texts. The 'expert' opinion is seen as correct, and students are required to learn and reproduce these opinions. This means that some students may experience difficulty in providing an independent opinion and in understanding how to justify this opinion.	Explain that reflecting and evaluating is how we come to better understand a text. Provide models for how this response can be structured, including the language features required. Give extra support around modal verbs.
Engaging with and responding to literature Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives WA8ELIEN2	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints and discussing country, identity and culture.	Use students as a resource to deepen this discussion if they are happy to participate.

Content descriptions	Language/cultural considerations	Teaching strategies
Examining literature Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text WA8ELIEX1	Intertextuality relies upon the audience sharing cultural capital with the author. EAL/D students may not have seen/read/heard many of the texts that teachers assume will be well known.	If there are intertextual references, ensure that all students have seen the reference in its original form and then explicitly show the links between texts.
Examining literature Analyse how language features, such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect WA8ELIEX2	Tone is culturally bound (what is funny or serious to one culture is not to another). Recognising and reproducing tone is an advanced linguistic skill in another language.	Explicitly identify these elements and provide intensive support and scaffolding for EAL/D students in these tasks. For example, rather than requiring students to identify what is humorous and why, rephrase the question along the lines of, 'Why is X humorous in Y situation?', thus giving students a specific focus and eliminating much of the guesswork.
Creating literature Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects WA8ELICR1	This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Use exemplar texts to model how these new texts can be created. A gradual release of responsibility (modelling and deconstruction of the exemplar text joint reconstruction and then independent construction) will assist students in understanding the structure, patterns and language features of the desired text.
Literacy		
Texts in context Identify how texts relate to contexts WA8ELYT1	Contextual information is often culturally loaded. EAL/D students may not have experience with particular cultural or historical contexts.	Work closely with carefully selected texts and explicitly teach any required contextual knowledge prior to teaching the language skill.

Content descriptions	Language/cultural considerations	Teaching strategies
Interacting with others Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions WA8ELYI1	Many cultures do not expect students to challenge texts. The writer is seen as 'expert'. In some cultures, challenging viewpoints is a dangerous activity. This means that some students may experience difficulty and/or reticence in both challenging perspectives and in justifying this opinion. Modal verbs tend to be acquired late in the EAL/D learning progression and are an important feature of effective academic writing.	When introducing the task, explain that this is culturally acceptable in Australia and show public examples (such as editorials) where this occurs regularly. Provide models for how this response can be structured, including the language features required. Give extra support around modal verbs.
Analysing, interpreting, and evaluating Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text WA8ELYA1	This is an opportunity for useful work around language, its structure and its meanings for EAL/D students.	Explicitly address these structures, language features and purposes.
Analysing, interpreting, and evaluating Analyse how authors and creators use text structures to organise ideas and develop and shape meaning WA8ELYA2	Analysis of language features and choice requires developed academic language. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students in understanding how to analyse the structure, patterns and meaning of the desired text. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing WA8ELYA3	EAL/D students will be at different points on the EAL/D learning progression so comprehension strategies should not be assumed.	Identify EAL/D students' levels of reading comprehension and provide support as appropriate. Introduce new comprehension strategies, such as inferring, using explicit teaching around familiar texts.
Creating texts Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical WA8ELYC1	In order to edit, students need to have the linguistic resources to identify mistakes. Errors are usually indicative of students' positions on the EAL/D learning progression and reflect what they have yet to learn.	Provide opportunities for peer editing or editing with the teacher, which can be informative activities for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.
Creating texts Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical WA8ELYC2	Many EAL/D students, particularly those in the Beginning and Emerging phases of English language learning, will not have the oral, visual or written language proficiency required to achieve this task.	Provide text-structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in a teacher-led joint construction of new types of texts. Provide guided writing outlines to support students with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and provide support in using the technology needed to produce these texts.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts WA8ELYC3	Students who come from a different script background may still be learning to write fluently in English and will need extra time to be able to write for extended periods in English.	If extended cursive writing is required, enable students to practise this at home. Set homework to develop this on an individual basis.
Creating texts Select and vary features of digital tools to create texts for different purposes and audiences WA8ELYC4	EAL/D students will have varying experiences with ICT, from no exposure to technology at all to sophisticated usage. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Provide peer support for EAL/D students with no exposure to ICT and allow experienced EAL/D students to use ICT support when their English language skills are still developing. Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Year 9

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Recognise how language empowers relationships and roles WA9ELAI1	EAL/D students already have at least one other language, which is a rich resource in the classroom. These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints and discussing country, identity and culture.	Use culturally sensitive examples that are relevant to the cultural background of the cohort. If they are happy to participate, use students as a resource to deepen this discussion.
Language for interacting with others Understand how evaluation can be expressed directly and indirectly using devices, such as allusion, evocative vocabulary and metaphor WA9ELAI2	The nuances found within any language are only observable once a learner has gained sufficient linguistic and cultural resources to identify them. Students in the Beginning, Emerging and Developing phases may not yet have developed sufficient linguistic resources to identify evaluation in language.	Use word clines to exemplify the power and strength of words. Explicitly analyse and discuss metaphors. Provide the cultural and historical knowledge required to identify and interpret allusion.
Text structure, organisation and features Examine how authors and creators adapt text structures and language features by experimenting with spoken, written, visual and multimodal elements and their combination WA9ELAT1	Analysis of language features and choice requires developed academic language. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students in understanding how to analyse the structure, patterns and meaning of the desired text. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Investigate a range of cohesive devices that condense information in texts, including nominalisation, and devices that link, expand and develop ideas, including text connectives WA9ELAT2	Cohesive devices such as lexical chains and ellipses require developed academic language. Some languages/dialects (such as Aboriginal English) do not have an extensive use of referential pronouns. EAL/D students in the Beginning and Emerging phases of English language learning will be using simple cohesive devices until they have developed sufficient skills to use these.	Allow opportunities for oral activities that develop these skills. When teaching nominalisation, provide charts that show the process and the nominalised form side by side (for example, the process of turning liquid into vapour, 'evaporation'), and encourage students to translate these words into their first language where possible.
Language for expressing and developing ideas Identify how authors vary sentence structures creatively for effects, such as intentionally using a dependent clause on its own or a sentence fragment WA9ELALA1	Critical analysis of texts can be performed once students have reached a level of language at which they are no longer just decoding text but also paying attention to the syntactic and semantic cues that are held within a text.	Provide intensive support for EAL/D students when analysing language. Work closely with selected texts and discuss the effects of different language choices.
Language for expressing and developing ideas Understand how abstract nouns and nominalisation can be used to summarise ideas in texts WA9ELALA2	Nominalisation can be difficult for EAL/D students to unpack as the noun responsible for the action is removed (for example, 'people settled' becomes 'settlement'). Abstract nouns may cause confusion for newer language students.	Explicitly teach nominalisation and provide charts that show the verb and noun side by side so that students may refer to this. Use bilingual dictionaries, bilingual teaching assistants or same-language speakers where possible to clarify the concept.
Language for expressing and developing ideas Analyse how symbols in visual and multimodal texts augment meaning WA9ELALA3	Symbols and images may generate varying interpretations and implications depending on the background of the student (different cultural conceptualisation). These may differ from intended interpretation in the original text. For example, a full moon can signal a mystical element in some cultures, or symbolise beauty in others, or create a sense of foreboding in thrillers.	Explain the English interpretation of these symbols and the origin of these interpretations.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Analyse how vocabulary choices contribute to style, mood and tone WA9ELALA4	Critical analysis of texts can be performed once students have reached a level of language at which they are no longer just decoding text but also paying attention to the syntactic and semantic cues that are held within a text.	Provide intensive support for EAL/D students when analysing language. Work closely with selected texts and discuss the effects of different language choices.
Language for expressing and developing ideas Understand and use punctuation conventions for referencing and citing others for formal and informal purposes WA9ELALA5	The appropriateness of quoting sources and the use of punctuation differs from culture to culture.	Explicitly model the conventions around the use of examples, quotation and substantiation of claims.
Word knowledge Use word knowledge to maintain conventional spelling, and recognise that spelling can be varied for particular effects WA9ELAW1	If students are still learning to spell the words in question, this may create some confusion.	Emphasise that these are not accepted spellings, nor are they to be used as substitutes for correct spellings.
Literature		
Literature and contexts Analyse the representations of people and places in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators WA9ELICO1	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and cultural viewpoints.	If they are happy to participate, use students as a resource to deepen this discussion.
Engaging with and responding to literature Present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text WA9ELIEN1	Both extended speech and extended writing may present a challenge for EAL/D students. Support will be needed around the text structure, organisation of ideas and language features required.	Consider the format of the response required and provide explicit models and exemplar texts as guides for students.

Content descriptions	Language/cultural considerations	Teaching strategies
Engaging with and responding to literature Analyse how features of literary texts influence readers' preference for texts WA9ELIEN2	This is an area where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints. Students in the Beginning and Emerging phases may not be confident in expressing their ideas.	If they are happy to participate, use students as a resource to deepen this discussion. Elicit information from Beginning and Emerging phase students in a smaller group context and recast their speech as they express themselves so that support can be given from other students and/or the teacher if they choose to contribute to class discussions.
Examining literature Analyse texts and evaluate the aesthetic qualities and appeal of an author's and creator's literary style WA9ELIEX1	The nuances found within any language are only observable once a learner has gained sufficient linguistic and cultural resources to identify them. Experimenting with them may prove challenging depending on the student's level of English language knowledge.	Use word clines to exemplify the power and strength of words. Explicitly unpack and discuss metaphors and allegory. Provide the cultural and historical knowledge required to identify and interpret symbolism. Encourage students to make connections with and identify differences from their home language/culture.
Examining literature Analyse the effect of text structures, language features and literary devices, such as extended metaphor, metonymy, allegory, symbolism and intertextual references WA9ELIEX2	As text structures and language features vary from language to language, an EAL/D student may not possess the knowledge required for this task.	Discern what prior knowledge students require and identify the level of scaffolding and support they will need to engage with this task.
Creating literature Create and edit literary texts, which may be hybrid, that experiment with text structures, language features and literary devices for purposes and audiences WA9ELICR1	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview or the creation of a multimedia response. Identify vocabulary that may be challenging and explicitly teach vocabulary within texts. Identify cultural references within texts and fill this information gap prior to reading. Choose texts that reflect the cultures of the classroom.

Content descriptions	Language/cultural considerations	Teaching strategies
Literacy		
Texts in context Analyse how representations of people, places, events and concepts relate to contexts WA9ELYT1	EAL/D students can provide concrete examples of this from their own experiences.	Allow students to share their experiences (if they wish to do so) and use this as a way of validating their differing perspectives.
Interacting with others Listen to spoken texts that have different purposes and audiences, analysing how language features position listeners to respond in particular ways, and use interaction skills to present and discuss opinions regarding these texts WA9ELYI1	Listening comprehension activities are an important part of language acquisition and should be encouraged as part of a balanced language program.	For students who are in the Beginning and Emerging phases, provide written texts so that they can follow the script for support. Listening to the text more than once will help support students.
Analysing, interpreting, and evaluating Analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group WA9ELYA1	EAL/D students may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	For students in the Beginning and Emerging phases, provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview or the creation of a multimedia response.
Analysing, interpreting, and evaluating Analyse the use of text structures within paragraphs and extended texts, and evaluate their impact on ideas and meaning WA9ELYA2	Analysis of text structures requires developed academic language and comprehension of abstract concepts. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students in understanding how to analyse the structure, patterns and meaning of the desired text. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.

Content descriptions	Language/cultural considerations	Teaching strategies
Analysing, interpreting, and evaluating Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to compare and contrast ideas and opinions in and between texts when listening, reading and viewing WA9ELYA3	Facility with comprehension strategies should not be assumed.	Identify the student's level of reading comprehension and provide support as appropriate, teaching the necessary comprehension strategies explicitly. Introduce new comprehension strategies, such as inferring, and using explicit teaching around familiar texts.
Creating texts Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical WA9ELYC1	In order to edit their own work, students need to have the linguistic resources to identify mistakes and determine which are more desirable choices of vocabulary and text structure. The work they produce is indicative of their abilities and reflective of what they have yet to learn.	Peer editing or editing with the teacher can be an informative activity for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.
Creating texts Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using language features, literary devices and features of voice, such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical WA9ELYC2	These may be particularly daunting for an EAL/D student. The student may be conscious of their accent which other students may find a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires great sensitivity in many cases.	Teachers may give students a chance to present in smaller groups or take time out to practise their delivery. They should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend for native speakers.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts WA9ELYC3	Students who come from a different script background may not yet have learned to write fluently in English and will need extra time to develop their handwriting in English.	If cursive writing is required, enable students to practise this at home in private. Set homework to develop this on an individual basis.
Creating texts Select and experiment with features of digital tools to create texts for a range of purposes and audiences WA9ELYC4	EAL/D students, particularly those in the Beginning and Emerging phases, may be hesitant to create a text in a language that is still largely unfamiliar to them.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re-create their own texts.

Year 10

Content descriptions	Language/cultural considerations	Teaching strategies
Language		
Language for interacting with others Understand how language can have inclusive and exclusive social effects, and can empower or disempower people WA10ELAI1	EAL/D students can provide concrete examples of this from their own experiences.	Allow students to share their experiences (if they wish to do so) and use this as a way of validating their differing evaluations.
Language for interacting with others Understand that language used to evaluate, implicitly or explicitly, reveals an individual's values WA10ELAI2	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text or to use language to this effect.	Provide alternative methods of teaching this understanding, such as role-play or collaborative learning activities.
Text structure, organisation and features Analyse text structures and language features and evaluate their effectiveness in achieving their purpose WA10ELAT1	Analysis of text structures and language features requires developed academic language and comprehension of abstract concepts. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students to understand how to analyse the structure, patterns and meaning of the desired text. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.

Content descriptions	Language/cultural considerations	Teaching strategies
Text structure, organisation and features Understand how paragraph structure can be varied to create cohesion, and paragraphs and visual features can be integrated for different purposes WA10ELAT2	Understanding text cohesion requires developed academic language. EAL/D students in the Beginning and Emerging phases of English language learning will be using simple cohesive devices until they have developed sufficient skills to build on these.	Allow opportunities for oral activities that develop these skills. Enlarge a section of text and highlight cohesive devices (using different colours). Note that lexical cohesion also works on subtle cultural levels. For example, some may find a clear relationship between 'popcorn' and 'movie', while others may not. Give students in the Beginning and Emerging phases of English language learning the opportunity to practise simple cohesive devices before requiring them to engage in more advanced activities.
Language for expressing and developing ideas Analyse and evaluate the effectiveness of particular sentence structures to express and craft ideas WA10ELALA1	Analysis and evaluation are high order skills that require critical thinking and problem-solving. Demonstration of these skills requires comprehension of abstract concepts and developed academic language. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students to understand how to analyse the structure, patterns and meaning of sentences. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.
Language for expressing and developing ideas Analyse how meaning and style are achieved through syntax WA10ELALA2	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview or the creation of a multimedia response.

Content descriptions	Language/cultural considerations	Teaching strategies
Language for expressing and developing ideas Evaluate the features of visual and multimodal texts, and the effects of those choices on representations WA10ELALA3	Evaluation is a high-order skill that requires critical thinking and problem-solving. Demonstration of this skill requires comprehension of abstract concepts and developed academic language.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students to understand how to evaluate the features and effects of multimodal texts.
	Visuals are also culturally loaded and require explanation and exploration in the construction of digital and multimodal texts. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.
Language for expressing and developing ideas Use an expanded technical and academic vocabulary for precision when writing academic texts WA10ELALA4	This is an opportunity for useful workaround vocabulary choices for EAL/D students. Most EAL/D students should not be required to perform this task unassisted.	Employ explicit strategies when modelling this and enable students to take notes (and annotate these in their first language if needed). Work on developing their vocabularies and set realistic targets for them. Use word clines to exemplify shades of meaning.
Language for expressing and developing ideas Understand how authors use and experiment with punctuation WA10ELALA5	Understanding how and why an author uses punctuation is more complex than using it in a text. As punctuation and its use varies across languages (some languages do not use it at all), do not assume that all EAL/D students can identify and use all punctuation in English.	Explicitly teach all English punctuation and its uses.
Word knowledge Use word knowledge to maintain conventional spelling and to manipulate standard spelling for particular effects WA10ELAW1	In many other languages the spelling of words is phonetic, and so inconsistencies and variations in English may cause frustration for EAL/D students.	Analyse a student's level and work out in which stages of spelling development they may need support.

Content descriptions	Language/cultural considerations	Teaching strategies
Literature		
Literature and contexts Analyse representations of individuals, groups and places and evaluate how they relate to contexts in literary texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators WA10ELICO1	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview or the creation of a multimedia response. Identify vocabulary that may be challenging and explicitly teach vocabulary within texts. Identify cultural references within texts and fill this information gap prior to reading. Use texts that reflect the cultural diversity of the classroom.
Engaging with and responding to literature Reflect on and extend others' interpretations of and responses to literary texts WA10ELIEN1	EAL/D students may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of demonstration, such as graphic organisers, a teacher interview or the creation of a multimedia response.
Engaging with and responding to literature Analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience response WA10ELIEN2	EAL/D students may have different responses to visual features in texts because visuals are not culturally neutral.	Allow students to explore text features and use this as the basis for whole-class discussions on the varying possibilities of text interpretation.
Engaging with and responding to literature Evaluate the social, moral or ethical perspectives represented in literary texts WA10ELIEN3	If a student is required to perform a task that is both cognitively and linguistically demanding simultaneously (such as producing extended spoken or written text with no support), this may reduce their ability to demonstrate their knowledge and their ability to express it clearly.	Provide alternative methods of demonstration, such as graphic organisers, a teacher interview or the creation of a multimedia response. Alternatively, model exemplar essay texts and allow students to use their information (in graphic organisers) to support them when attempting to write an extended response. Modelling and joint construction are effective strategies for EAL/D students as they provide appropriate support in cognitively challenging tasks.

Content descriptions	Language/cultural considerations	Teaching strategies
Examining literature Analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts WA10ELIEX1	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text. They may not have the cultural knowledge needed to identify intertextual references.	Expose students to the other referenced texts and assist them to see the connection. A gradual release of responsibility (modelling and deconstruction of exemplar text, joint reconstruction and then independent construction) will assist students in understanding the structure, patterns and language features of the desired text.
Examining literature Compare and evaluate how 'voice' as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses WA10ELIEX2	Voice as a literary device is a highly complex and abstract concept that requires well-developed academic language for comprehension, and even more so for its evaluation. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Use explicit instruction and scaffolding by focusing on how an author's selections in word choice, grammar and sentence structure create a distinct personality or tone. Start by connecting with relatable, high-interest texts, which can include popular/rap music, and use visual and real-world examples to build comprehension of concepts like tone and author's authority. Then guide students through close readings, using techniques like chunking the text and modelling analysis with sentence frames before they write their own analysis. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.

Content descriptions	Language/cultural considerations	Teaching strategies
Examining literature Analyse and evaluate the aesthetic qualities of texts WA10ELIEX3	If a student is required to perform a task that is both cognitively and linguistically demanding simultaneously (such as producing extended spoken or written text with no support), this may reduce their ability to demonstrate their knowledge and their ability to express it clearly.	Provide alternative methods of demonstration, such as graphic organisers, a teacher interview or the creation of a multimedia response. Alternatively, model exemplar essay texts and allow students to use their information (in graphic organisers) to support them when attempting to write an extended response. Modelling and joint construction are effective strategies for EAL/D students as they provide appropriate support in cognitively challenging tasks.
Creating literature Create and edit literary texts with a sustained 'voice', selecting and adapting text structures, literary devices, and language, auditory and visual features for purposes and audiences WA10ELICR1	EAL/D students, particularly those in the Beginning and Emerging phases, may be hesitant to create a complex text in a language that is still largely unfamiliar to them.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re-create their own texts. A gradual release of responsibility (modelling and deconstruction of exemplar text, joint reconstruction and then independent construction) will assist students to understand the structure, patterns and language features of the desired text.
Literacy		
Texts in context Analyse and evaluate how people, places, events and concepts are represented in texts and relate to contexts WA10ELYT1	If a student is required to perform a task that is both cognitively and linguistically demanding simultaneously (such as producing extended spoken or written text with no support), this may reduce their ability to demonstrate their knowledge and their ability to use the text structures and language features that they are starting to control.	Provide alternative methods of demonstration, such as graphic organisers, a teacher interview, or creation of a multimedia response. Modelling and joint construction are effective strategies for EAL/D students as they provide appropriate support in cognitively challenging tasks.

Content descriptions	Language/cultural considerations	Teaching strategies
Interacting with others Listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts WA10ELYI1	Listening comprehension activities are an important part of language acquisition and should be encouraged as part of a balanced language program.	For students who are in the Beginning and Emerging phases, provide written texts so that they can follow the script for support. Listening to the text more than once will help support students.
Analysing, interpreting, and evaluating Analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes WA10ELYA1	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview or the creation of a multimedia response. Identify vocabulary that may be challenging and explicitly teach vocabulary within texts. Identify cultural references within texts and fill this information gap prior to reading.
Analysing, interpreting, and evaluating Analyse and evaluate how authors and creators use text structures to organise ideas and achieve a purpose WA10ELYA2	Analysis of text structures requires developed academic language and comprehension of abstract concepts. This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Providing intensive support for EAL/D students through a gradual release of responsibility (modelling and deconstruction of analysis, joint analysis and then independent analysis) will assist students to understand how to analyse the structure, patterns and meaning of the desired text. Work closely with carefully selected texts, ensuring that students have a solid understanding of the text's context and a sound literal comprehension before beginning any abstract analysis.
Analysing, interpreting, and evaluating Integrate comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to analyse and interpret complex and abstract ideas when listening, reading and viewing WA10ELYA3	Comprehension strategies of EAL/D students should not be assumed.	Identify the student's level of reading comprehension and provide support as appropriate, teaching the necessary comprehension strategies explicitly. Explicitly teach new comprehension strategies, such as finding main ideas and summarising, using familiar texts.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical WA10ELYC1	Many EAL/D students, particularly those in the Beginning and Emerging phases, will not have the written language proficiency required to create texts. Visuals are also culturally loaded and require explanation and exploration in the construction of digital and multimodal texts. In order to edit their own work, students need to have the linguistic resources to identify mistakes and determine which are more desirable choices of vocabulary and text structure. The work they produce is indicative of their abilities and reflective of what they have yet to learn.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts. Allow students to use exemplar texts as models from which they can draw structure or ideas and then re-create their own texts. Peer editing or editing with the teacher can be an informative activity for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order. Conference with students to assist them in developing these understandings.
Creating texts Plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical WA10ELYC2	These may be particularly daunting for an EAL/D student. The student may be conscious of their accent which other students may find a source of amusement, thus exacerbating the self-consciousness of the student. This is an area that requires great sensitivity in many cases.	Teachers may give students a chance to present in smaller groups or take time out to practise their delivery. They should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable', thus making the word more difficult to comprehend for native speakers.

Content descriptions	Language/cultural considerations	Teaching strategies
Creating texts Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts WA10ELYC3	Students who come from a different script background may not yet have learned to write fluently in English and will need extra time to develop their handwriting in English.	If cursive writing is required, enable students to practise this at home in private. Set homework to develop this on an individual basis.
Creating texts Select, adapt and experiment with features of digital tools to create texts for a range of purposes and audiences WA10ELYC4	EAL/D students, particularly those in the Beginning and Emerging phases, may be hesitant to create a text in a language that is still largely unfamiliar to them.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re-create their own texts.