

Xxx High School

ESOL Report Introduction

Students may enter secondary schools at Foundation Stage, Stage 1, Stage 2, Stage 3 or Stage 4 of the matrices of *The English Language Learning Progressions* (ELLP). New students usually join classes in the curriculum learning areas with other students who are the same age.

The learning areas of the New Zealand Curriculum are represented in different colours on the right-hand side of the diagram below. These curriculum learning areas are English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology. All teachers help students with the language of their learning areas.

In all classes, students develop the key competencies of: thinking, using language, symbols and texts, managing self, relating to others and participating and contributing.

Most secondary school students are learning at curriculum levels:

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

In most learning areas, students are taught and reported in relation to these curriculum levels (L4–L8 on the diagram).

Learning in ESOL focuses on the language for learning in the New Zealand Curriculum learning areas.

An English language learner's progress in English literacy is usually tracked on the matrices of the ELLP until they reach Stage 4.

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

When students reach Stage 4, they are using and understanding English at approximately the same level as the national expectations described in *The Literacy Learning Progressions* and the NCEA literacy requirements. Secondary students may take five years to develop enough academic English to meet national literacy expectations.

