MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

Supporting English Language Learning in Primary Schools

A GUIDE FOR TEACHERS OF YEARS 3 AND 4

A resource for mainstream and ESOL teachers

ACKNOWLEDGMENT

This resource has been adapted from *ESL Steps: ESL Curriculum Framework K–6*, which was developed by the New South Wales Department of Education and Training through a lengthy consultation process with primary teachers from over one hundred NSW government schools and was published in 2005.

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INTRODUCTION

This resource, *Supporting English Language Learning in Primary Schools* (SELLIPS), is intended for teachers and teacher aides working with students who are learning English as an additional language (ESOL students) as well as those who would benefit from explicit English language support in New Zealand primary schools. It gives suggestions for developing students' academic, cross-curricular English language in both mainstream and transitional classes. These suggestions will be useful and practical even in schools that have only a few students who require this support. SELLIPS is intended for all teachers of students in years 1–8.

SELLIPS can help teachers of ESOL and other students in New Zealand schools to plan effective programmes. It presents ways in which teachers can scaffold the learning of students who are at varying levels of English language proficiency so that they can achieve learning outcomes at their appropriate stages. SELLIPS is organised in a series of steps, in table form, which show the progressive development of English language skills. This framework can be used with students at the Foundation Stage and Stages 1, 2, and 3 of *The English Language Learning Progressions* (ELLP, 2008) and within any learning area of *The New Zealand Curriculum* (2007).

SELLIPS is consistent with other key Ministry of Education resources for teachers, including the literacy and ESOL resources described in the pamphlet *ESOL Resources for Schools, Teachers, and School Communities* (2007). It is also consistent with the *English Language Intensive Programme Years 7–13 Resource* (ELIP, 2003) and the *English Language Intensive Programme Primary Resource* (2008), both of which support the use of the English Language Learning Progressions and have a similar purpose to SELLIPS. Primary school teachers can refer to the appropriate versions of ELIP as well as to SELLIPS for practical teaching ideas.

The structure of this resource

SELLIPS consists of four guides for teachers of specific year groups. This book is the guide for teachers of years 3–4, and there are similar guides for teachers of students in years 1–2, 5–6, and 7–8.

Each guide is organised in terms of seven language functions, each with its own matrix of information and suggestions. The seven functions used as section headings are:

- **describing**
- **recounting**
- **responding**
- **instructing**
- **explaining**
- **persuading**
- **negotiating.**

These seven language functions align with the main communicative purposes of the texts that students need to be able to use in all the learning areas of the New Zealand Curriculum. These texts can be categorised into particular text forms (or text types or genres), which have characteristic features and/or structures that support their communicative purposes. The matrix in each section lists some kinds of language use that the language function may involve, gives examples of appropriate texts, makes links to the curriculum, and suggests learning outcomes and activities that relate to the language function.

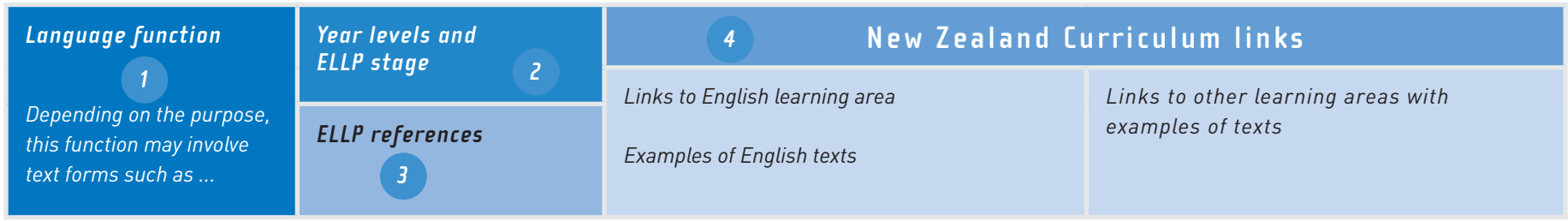
Teachers need to be aware that the language functions and text forms occur in many combinations. For example, a writer who is *recounting* a story often begins by *describing* the setting. Students in New Zealand schools need to learn to use appropriate forms of English language in whatever combinations are most effective for their purposes.

Teachers will be aware that they need relevant assessment information in order to set appropriate learning goals. Effective teachers gather and interpret evidence of their individual students' current achievement, in the context of the relevant curriculum goals and related classroom work, in order to decide on appropriate learning outcomes and activities for these students; see page 7.

The structure of the matrices in this book

The top part of each matrix

This top part is the "header", which relates to any and all of the language mode tables that follow it.



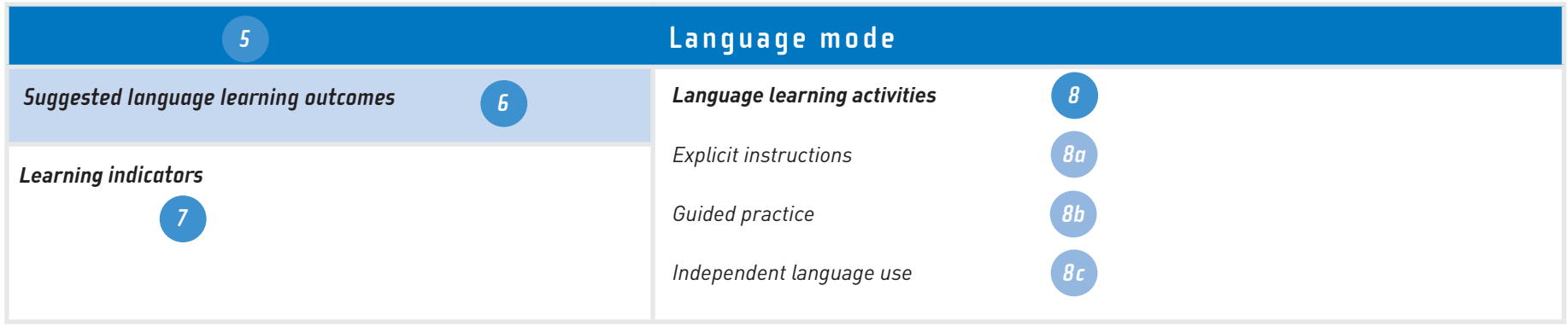
1 The top part of each matrix gives the **language function** for the section and lists some examples of **text forms** appropriate for year 3 and 4 students. Language function refers to the main communicative purpose of language and can relate to words, clauses, sentences, paragraphs, and texts, in context. For example, the function *persuading* may include certain adjectives and modal verbs, such as "should", as well as the text form argument.

2 Links are made to the **ELLP stages** of ESOL students in years 3 and 4. The matrices of *The English Language Learning Progressions* provide broad descriptions of ESOL students' English language proficiency in terms of what they can hear and understand, what they can say, and the texts they can read and write at successive stages. The progressions can be used to determine appropriate groupings of students for ESOL instructional purposes within a class. Most ESOL students in years 3–4 will be at ELLP Foundation Stage or Stage 1, so the tables in this book provide outcomes and activities for these two stages. For example, pages 10–11 provide suggested language learning outcomes and activities for *describing*, at Foundation Stage, for oral language, reading, and writing, and these are followed, on pages 12–13, by suggested language learning outcomes and activities for *describing* at Stage 1.

3 A separate cell in each header provides **references to the pages in ELLP** that are relevant for teachers of students in years 3–4 at Foundation Stage or at Stage 1.

4 Links are also made to the learning areas of the **New Zealand Curriculum**. These include links to the English learning area and examples of English texts, as well as links to other learning areas and examples of texts in those areas at relevant levels for year 3 and 4 students. Note that the examples of texts are those that mainstream students in years 3 and 4 are using. The learning outcomes and related activities in this resource are intended to help teachers engage their ESOL students, in particular, with the oral and written texts that their year-level peers are using across the curriculum.

The lower parts of each matrix



5 The tables in the lower parts of each matrix are organised by **language mode** – oral language (which includes the modes of listening and speaking), reading, and writing. Note that the modes of viewing and presenting are not specifically addressed in this resource. Many ESOL students in years 3 and 4 will be learning to listen, speak, read, and write at the Foundation Stage. Many other ESOL students in years 3 and 4 may be at Stage 1 in their oral and written language, so a second header, under the same language function heading, leads into a table with outcomes and activities for Stage 1 learners.

In this book, there are tables with outcomes and activities for oral language, reading, and writing for almost all of the language functions. (The exception is *negotiating*, which is used only during oral language interactions.)

6 The lower left-hand part of each table presents, for the relevant language mode at the identified stage, one or more **suggested language learning outcomes**. The suggested language learning outcomes in this guide are not derived from the English Language Learning Progressions, but they are at appropriate levels for students in years 3 and 4 who have been identified as at ELLP Foundation Stage or Stage 1. See also page 5.

7 The suggested language learning outcomes are followed by **indicators**. These indicators illustrate some of the actual language that learners at this age and stage might be receiving (input) and producing (output).

8 The lower right-hand part of each table presents examples of **language learning activities** to support students in years 3 and 4 at each stage in addressing the suggested outcomes. The language learning activities are grouped into activities in which:

- 8a the teacher provides explicit instruction in English;
- 8b the teacher guides the students in practising English;
- 8c the students use English independently.

More about the suggested language learning outcomes

Each is a broad outcome that is appropriate to the ELLP stages for the relevant year groups. The outcomes describe what can be expected of a typical ESOL learner in year 3 or 4:

- in terms of a particular language function (describing, recounting, responding, instructing, explaining, persuading, or negotiating);
- at a particular stage of English language proficiency (ELLP Foundation Stage or Stage 1);
- in a given language mode (oral language, reading, or writing).

Each outcome is illustrated by indicators for input and output. These indicators illustrate the actual language that learners at this age and stage might be using and learning, including some grammatically incorrect language that meets their communicative purpose. The indicators presented are only examples. Teachers or schools can develop their own indicators to add to those in the list.

More about the language learning activities

The language learning activities were developed by a team of experienced ESOL teachers. They do not constitute a programme or a teaching sequence. They represent examples of the sorts of activities that effective teachers use to optimise learning for their ESOL and other students.

Teachers are expected to use and adapt these activities within the context of the meaningful, language-rich, classroom programme that they have planned to meet the identified needs of their own unique student group.

SELLIPS does not provide specific examples of instruction in phonological awareness and phonics. For guidance about teaching these aspects of language and literacy, teachers of year 3 and 4 students can refer to *Sounds and Words* (2008, at http://soundsandwords.tki.org.nz), to *Effective Literacy Practice in Years 1 to 4* (2003, pages 32–37), and to the Ready to Read Teacher Support Material *Sound Sense: Phonics and Phonemic Awareness* (2003).

In effective language teaching, teachers gradually reduce their support as the learners gain proficiency in the target language. In this resource, the language learning activities are grouped into activities in which **the teacher provides explicit instruction in English**, activities in which **the teacher guides the students in practising English**, and activities in which **the students use English independently**. This grouping is meant to help teachers plan learning sequences that foster the students' progression towards independence. The sample activities for explicit instruction include examples of correct English modelled by the teachers. The guided practice and independent language activities include examples of language that students might use, which at the earlier language learning stages include some incorrect language that meets the communicative purpose. In such cases, the teacher, while accepting the language offered, moves students towards correct language, for example, through modelling.

Note: The oral language areas of listening and speaking are described separately in each pair of suggested language learning outcomes and their indicators, except in "negotiating". The oral language learning activities encompass both listening and speaking in most cases. Teachers will be aware of the importance of building on the reciprocal nature of speaking and listening.

Terms used in this resource

For definitions of the linguistic terms used in SELLIPS, refer to the Ministry of Education handbook for teachers *Exploring Language* (1996). The list below defines certain key terms and explains how they are used in this resource.

Negotiating means to interact with others in ways that clarify meaning and create new meaning. In SELLIPS, this language function is described in terms of oral language negotiation only. (However, teachers will be aware that negotiation is also used in written and visual language. For example, negotiating often occurs during email and text message exchanges.) Because negotiation is key to all exchanges of information, the indicators for oral language include some "negotiating" indicators in all the language functions.

Recounting means to tell a sequence of events. In SELLIPS, this language function includes creative narrating and storytelling as well as retelling actual events.

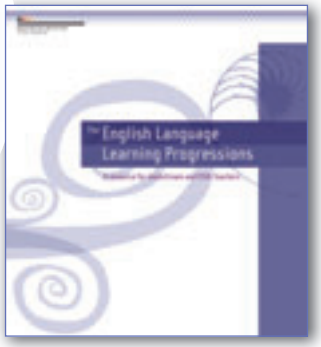
Responding (through texts) means to produce language in response to a stimulus.*

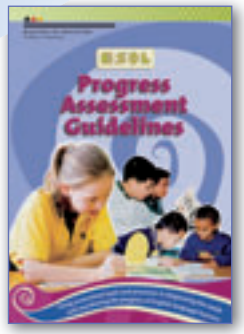
A **text** is a piece of spoken or written communication that constitutes an identifiable whole. In the English learning area, the term includes visual communication too, but in SELLIPS (as in ELLP), the visual language mode is not addressed as a separate mode or strand. Visual supports used within a written text or a learning activity are described individually when they are used.

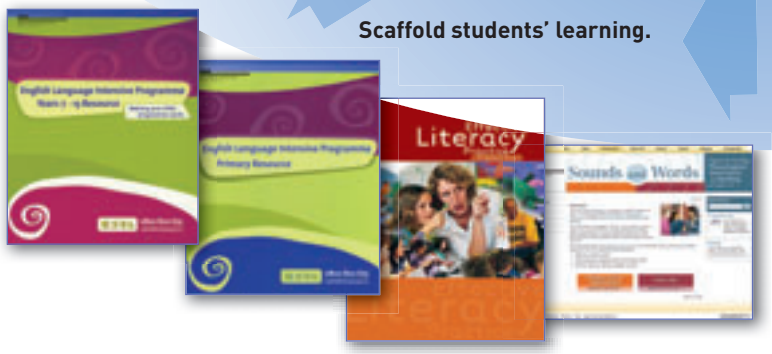
* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

How to use this resource

The following cycle shows a process that teachers could use to plan and deliver effective English language learning programmes using this resource. The steps using this resource are in **bold**.







Identify a curriculum goal (refer to *The New Zealand Curriculum* and the *Literacy Learning Progressions* [LLP]).

Identify the language demands of students' work needed to meet the goal (for ESOL students, refer to *The English Language Learning Progressions* [ELLP]).

Identify students' needs in relation to the language demands (refer to student assessment data, which may be based on the LLP, ELLP, and/or the *ESOL Progress Assessment Guidelines*).

Select relevant language learning outcomes, referring to related indicators.

Select or design language learning activities.

Scaffold students' learning.

Gather and interpret evidence and assess students' achievement of their language learning outcomes in the context of the relevant curriculum goal and related classroom work (for ESOL students, refer to the *ESOL Progress Assessment Guidelines*).

Gather and interpret evidence and evaluate the effectiveness of the language learning programme in facilitating learning across the curriculum (refer to the *ESOL Progress Assessment Guidelines* and student achievement data from across the curriculum).

Describing

DESCRIBING

Language function across the curriculum

Depending on the purpose, this function may include: naming, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...	**Spoken and written text forms**
	• literary description • factual description • information report

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**identifies related words from short, simple descriptions and reports**	**uses single words, formulaic phrases, or incomplete sentences to describe familiar people, places, and events**	**joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities**	**writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts**
Stage 1	**identifies key points of information from descriptive spoken texts**	**identifies and describes people, places, and things through a growing vocabulary**	**reads and retells ideas and events from literary and factual descriptions and reports on familiar topics, using pictures or first language**	**writes simple literary and factual descriptions and reports on a familiar topic, using language learned in class**
Stage 2	links key points of information to supporting details from descriptive spoken texts	elaborates on descriptions in group work or class discussions and presentations	identifies and organises main ideas and specific details from literary and factual descriptions and reports	writes literary and factual descriptions and reports, incorporating information from other sources
Stage 3	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts, using a range of reading strategies and sources	writes literary and factual descriptions and reports, showing control over register

Language function

DESCRIBING

Depending on the purpose, this function may involve text forms such as:
literary descriptions
factual descriptions
information reports

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 39 and 41–48
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Texts describing items and settings, e.g., "Piri and the Tekoteko" (SJ 1.2.07; fiction), "The Ice Hotel" (*Connected* 1 2006), "Flying Boats and Coral Islands" (SJ 1.4.06), "Phil's Machines" (SJ 1.2.08), "Kiwi Grub for Mohua" (SJ 1.2.07), *Junior Journal 36 and 37* (CD)

Some cross-curricular links

Maths and Statistics: describe … objects, e.g., working with attribute blocks in Mind Boggle, *Geometry* (FIO, levels 2–3)

The Arts: describe dance in their lives, e.g., in terms of the elements of dance described in *Kiwi Kids Dance*

Health and PE: describe stages of growth and development, e.g., changes involving gains and losses in *Change, Loss, and Grief* (CIA, years 1–8)

Science: observe, describe, and compare … properties of common materials, e.g., in *Rubbish* (BSC 60, levels 1–2) and in "Rice, Rice, Rice" and "Room 8's Rice Craze" (*Connected* 2 2007)

Social Studies: describe cultural practices that reflect people's values, e.g., in "Wearing a Sari" (SJ 1.2.08)

Technology: describe aspects of a need or outcome, e.g., in "These Boots Are Made for Walkin'" (SJ 1.1.08)

DESCRIBING — Oral language (Foundation Stage)

Suggested language learning outcomes

- **Identifies related words from short, simple descriptions and reports.**
- **Uses single words, formulaic phrases, or incomplete sentences to describe familiar people, places, and events.**

Learning indicators

Listening (receptive indicators)

1. Responds to speaker by making comments related to own experiences, e.g., responding to "This is a photo of our school" by saying "Me school."
2. Elaborates on information in response to prompting and questions.
3. Recognises familiar objects and pictures.
4. Interrupts speaker to make a comment.

Speaking (productive indicators)

1. Pronounces common words and phrases from class texts and activities comprehensibly.
2. Distinguishes spoken English from other languages.
3. Offers observations, e.g., "Dog black."
4. Comments on familiar objects and pictures.
5. Responds to questions with some details.
6. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a descriptive text.
7. Uses familiar repetitive patterns from spoken descriptive texts, e.g., "… and a little tiny bowl for Baby Bear".

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Highlight descriptive terms from class texts, e.g., *The Three Billy-Goats Gruff* by Gavin Bishop (size: middle-sized, large); *The Very Hungry Caterpillar* by Eric Carle (food, colour, feelings, size).
2. Demonstrate how to role-play characters from a class text, focusing on miming relevant descriptive words, e.g., sad, happy, laughing, crying.
3. Introduce action games, e.g., Simon Says or I Spy, using a descriptive category, such as colour – "I spy something red."

Guided practice – Students practise target language:

1. In pairs, students describe the weather shown on a weather chart, with prompting as needed.
2. In groups, students play What's in the "Feely Box"?, using descriptive words and questions from charts displayed in the classroom.
3. In pairs, students describe a model (shapes, colours) that they have built from a construction set so that their partner can build one to match.
4. In groups, students sort blocks and talk about the criteria used, e.g., colour, size.

Independent language use – Students use target language:

1. Students describe what they catch in a fishing game using a rod and magnet, e.g., "Red fish."
2. Students take part in a scavenger hunt in the playground to find various objects, e.g., a brown leaf, a short twig.
3. Students identify a character from a familiar text after listening to descriptive clues.

DESCRIBING

Suggested language learning outcomes

- **Joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities.**

Learning indicators

1. Shows awareness of sound–symbol relationships and left-to-right progression of print in literary or factual descriptions.
2. Recognises the simple subject-verb-object sentence pattern in simple literary or factual descriptions.
3. Focuses on decoding print, e.g., by applying knowledge of sound–symbol relationships to text in English.
4. Recognises names of familiar objects and pictures.
5. Identifies different purposes for reading.
6. Identifies where sentences begin and end.
7. Focuses on reading repetitive words or phrases in familiar text.

Reading (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to complete a matrix to record information from a text, e.g., information about animals could include their skin covering, their legs, their homes.
2. Create a word map of adjectives and phrases around characters from a book, e.g., *The Greedy Grey Octopus* by Christel Buckley.

Guided practice – Students practise target language:

1. In pairs, students complete a guided cloze task by filling in missing nouns and adjectives or verbs and adverbs. (The first letter of each word and/or a word bank could be provided.)
2. In groups, students match nouns with appropriate adjectives (written by the teacher on strips of paper) to create descriptive noun phrases.

Independent language use – Students use target language:

1. Students (supported by a word bank of key nouns and adjectives) complete a cloze task based on descriptions of objects and characters from a familiar class text.
2. Students match descriptive words and phrases from a word bank to a given character or setting from a familiar class text.

DESCRIBING

Suggested language learning outcomes

- **Writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts.**

Learning indicators

1. Completes simple, repetitive sentences that have been modelled.
2. Writes or copies well-known words, phrases, or short texts.
3. Draws to illustrate literary and factual information.
4. Uses words from first languages to supplement writing.

Writing (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use a picture stimulus or real objects to model writing a descriptive sentence.
2. Introduce the concept keyboard as a tool for writing a simple description. (A concept keyboard is a "talking" word processor that can combine graphics, print, and speech.)
3. Introduce word clines, e.g., *unhappy – sad – miserable*.

Guided practice – Students practise target language:

1. In pairs, students label illustrations by copying descriptive words on display in the classroom.
2. In groups, students develop dictionaries of descriptive words around class themes.
3. In pairs, students create new sentences by using a sentence stem along with nouns and descriptive words and phrases that are written on cards.

Independent language use – Students use target language:

1. Students write and illustrate a simple description, e.g., "Cats have whiskers."
2. Students describe and illustrate a character from a familiar literary text.

Language function

DESCRIBING

Depending on the purpose, this function may involve text forms such as:
literary descriptions
factual descriptions
information reports

Yrs 3–4
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 39 and 49–52
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are ACQUIRING the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Texts describing items and settings, e.g., "Piri and the Tekoteko" (SJ 1.2.07; fiction), "The Ice Hotel" (*Connected* 1 2006), "Flying Boats and Coral Islands" (SJ 1.4.06), "Phil's Machines" (SJ 1.2.08), "Kiwi Grub for Mohua" (SJ 1.2.07), *Junior Journal 36 and 37* (CD)

Some cross-curricular links

Maths and Statistics: describe … objects, e.g., working with attribute blocks in Mind Boggle, *Geometry* (FIO, levels 2–3)

The Arts: describe dance in their lives, e.g., in terms of the elements of dance described in *Kiwi Kids Dance*

Health and PE: describe stages of growth and development, e.g., changes involving gains and losses in *Change, Loss, and Grief* (CIA, years 1–8)

Science: observe, describe, and compare … properties of common materials, e.g., in *Rubbish* (BSC 60, levels 1–2) and in "Rice, Rice, Rice" and "Room 8's Rice Craze" (*Connected* 2 2007)

Social Studies: describe cultural practices that reflect people's values, e.g., in "Wearing a Sari" (SJ 1.2.08)

Technology: describe aspects of a need or outcome, e.g., in "These Boots Are Made for Walkin'" (SJ 1.1.08)

DESCRIBING — Oral language (Stage 1)

Suggested language learning outcomes

- **Identifies key points of information from descriptive spoken texts.**
- **Identifies and describes people, places, and things through a growing vocabulary.**

Learning indicators

Listening (receptive indicators)

1. Provides non-verbal feedback to speaker to sustain interaction.
2. Responds with comments or questions, e.g., "What name that thing?"
3. Responds appropriately to questions related to simple attributes. Information may be limited, e.g., "Yes, big." "It long."

Speaking (productive indicators)

1. Provides predictable information, e.g., about size, colour, shape, location, time, and/or place.
2. Demonstrates variable placement of adjectives, e.g., "blue car" – "car blue".
3. Elicits descriptive detail, e.g., "How big it?", "What colour it?"
4. Uses comparative structures, e.g., *larger than*.
5. Begins to provide more information when prompted.
6. Uses vocabulary that expresses shades of meaning, e.g., *very old*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce the descriptive words and questioning techniques needed to play a guessing game, e.g., I Spy.
2. Demonstrate how to complete an oral cloze task that focuses on descriptive words and phrases used in familiar class texts, such as *The Monster's Party* by Joy Cowley. Introduce terms such as *adjective*.
3. Provide a tasting activity using familiar and unfamiliar foods and introduce words to describe colour, taste, and texture.

Guided practice – Students practise target language:

1. In groups, students use rehearsed language structures to identify an object or a character from a story, choosing from an array of illustrations, e.g., "Are you big?", "Do you have lots of arms?"
2. In pairs, students classify objects or pictures and justify their categories, e.g., *sharp/round* or *four legs/two legs*.
3. In groups, students build noun groups that relate to a picture by adding adjectives and phrases to core nouns, e.g., *the long grey arms of the octopus*.

Independent language use – Students use target language:

1. Students play a guessing game, e.g., Who/What Am I?, by choosing a card and giving three describing statements to help the class to guess. Other students can ask for more information.
2. Students describe an object in a "feely box" for others to guess.

DESCRIBING — Reading (Stage 1)

Suggested language learning outcomes

- **Reads and retells ideas and events from literary and factual descriptions and reports on familiar topics, using pictures or first language.**

Learning indicators

1. Recognises the structure of factual descriptions and information reports as factual texts.
2. Sequences sentences from a text on a familiar topic.
3. Makes and substantiates predictions about the likely information when reading or listening to a text read aloud.
4. Follows text through a range of conventions of organisation and layout.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Read a simple description, highlighting the structure and explaining unfamiliar concepts.
2. Introduce relevant descriptive structures and vocabulary in factual and literary texts, e.g., "It has large, sharp claws …".
3. Highlight and explain descriptive words or phrases, including verbs and adverbial phrases.

Guided practice – Students practise target language:

1. In pairs, students label attributes of objects using word cards, e.g., *fish – gills, scales, tail fin*.
2. In groups, students build noun phrases based on a text that includes two or more adjectives and an adjectival phrase or clause.
3. In pairs, students identify types of things by locating classifying adjectives in a description, e.g., The *big* children held the hands of the *little* ones on the busy *city* street.

Independent language use – Students use target language:

1. Students match answers to questions at literal and inferential levels.
2. Students identify descriptive words and phrases (adjectives, adjectival phrases, verbs, adverbs, adverbial phrases) in a familiar text.

DESCRIBING — Writing (Stage 1)

Suggested language learning outcomes

- **Writes simple literary and factual descriptions and reports on a familiar topic, using language learned in class.**

Learning indicators

1. Uses organisational frameworks in writing a description or report.
2. Attempts to add more detail to writing by drawing illustrations or by listing items.
3. Initiates own writing of simple descriptions.
4. Uses pronoun reference with some noun/pronoun agreement appropriate for describing people, things, and places.
5. Uses known sentence patterns to create new describing sentences.
6. Plans the format of a description or report.
7. Uses some conventions for separating ideas or sections in a description or report, e.g., starting a new idea on a new line.
8. Writes suitable captions for pictures or photographs.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to join simple sentences by using conjunctions, such as *and, or, but, when*, to make compound and complex sentences.
2. Develop word banks of descriptive verbs and adverbial phrases relating to a familiar descriptive text, e.g., *went – wobbled, crept, rushed, noisily, on tiptoe*.

Guided practice – Students practise target language:

1. In pairs, students add descriptive verbs and adverbial phrases to a sentence, e.g., *went away – hurried away, wandered down the road, rushed through the gate*.
2. In groups, students choose classifying adjectives to identify types of things by labelling pictures, e.g., a *picnic* basket, a *New Zealand* bird.

Independent language use – Students use target language:

1. Students construct a simple information report about an animal they have studied, using a text structure guide and including information about different parts of the animal, e.g., *teeth, legs/fins/wings, eyes*.
2. Students write suitable descriptive captions for photographs or pictures related to a familiar topic.

Recounting

RECOUNTING

Language function across the curriculum

Depending on the purpose, this function may include: retelling, narrating, describing ...	**Spoken and written text forms**
	• literary recount • literary narrative • factual recount • factual narrative

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**identifies related words from short, simple recounts and narratives**	**uses single words, formulaic phrases, or incomplete sentences to recount factual or narrative information**	**joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities**	**writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts**
Stage 1	**identifies main events and characters from familiar recounts and narratives**	**retells familiar narratives and recounts personal experiences**	**reads familiar literary and factual recounts and narrative texts**	**writes simple literary and factual recounts and narratives, using language learned in class**
Stage 2	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	retells and summarises literary and factual recounts and narratives, referring to main ideas and supporting details	plans and writes cohesive literary and factual recounts and narratives on familiar topics
Stage 3	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for the audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme

Language function

RECOUNTING

Depending on the purpose, this function may involve text forms such as:

literary recounts or narratives

factual recounts or narratives

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 39 and 41–48
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Narrative texts, including plays, poems, and texts that students can retell and innovate on, e.g., "The Clumsy Tiger" and "The Competition" in *Two Tiger Tales* (RTR, Purple), *Māui and the Sun* (RTR, Purple), *A Gift for Aunty Ngā* (RTR, Gold), *Three Little Billy Goats* (RTR, Gold), *The Big Surprise* (RTR, Purple), *Skate Champs* (RTR, Purple), *Diwali* (RTR, Purple), "Walking on the Grass" (SJ 1.4.06), "Going Fishing" (SJ 1.1.08)

Some cross-curricular links

Maths and Statistics: conduct investigations using the statistical enquiry cycle; solve problems relating to stories, e.g., Emani's Haircutting, *Number: Book 1* (FIO, level 2)

The Arts: share ... stories; develop and sustain ideas in drama, based on personal experience and imagination, e.g., *Māui and the Sun* (RTR, Purple)

Health and PE: create a movement sequence that tells a story, e.g., as in *Moving in Context* (CIA, years 1–6)

Science: build their language, e.g., by discussing texts like "A Trip to Nīkau Cave" (*Connected* 1 2007)

Social Studies: share recounts of cultural practices that express people's ... values, e.g., in *Diwali* and *White Sunday in Sāmoa* (RTR, Purple; also available in the Tupu series)

Technology: recount the steps taken to develop an outcome, e.g., as in *The Impossible Bridge* (RTR, Gold)

RECOUNTING — Oral language (Foundation Stage)

Suggested language learning outcomes

- **Identifies related words from short, simple recounts and narratives.**
- **Uses single words, formulaic phrases, or incomplete sentences to recount factual or narrative information.**

Learning indicators

Listening (receptive indicators)

1. Recognises gestures and facial expressions that reinforce the spoken message.
2. Identifies events or characters from pictures in a known context.
3. Begins to join in songs, rhymes, and chants.
4. Recognises some content words used in texts that recount or narrate.
5. Exhibits listening behaviour, e.g., looks at speaker.
6. Shows enjoyment during spoken activities related to texts that recount or narrate.

Speaking (productive indicators)

1. Uses key words related to texts that recount or narrate.
2. Mimics others' language without necessarily understanding the meaning.
3. Pronounces common words and phrases from class texts and activities comprehensibly.
4. Adds information, with prompting or questioning.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a recount or narrative text.
6. Interjects by making comments related to their own experiences.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce characters from simple, familiar texts: use pictures, puppets, masks, or simple props and present each character, giving their name and information about them.
2. Recount the actions of main characters from simple, familiar texts and have students "guess who", e.g., Māui, Billy Goat Two.
3. Point to the appropriate pictures and mime actions that relate to parts of a text as it is read aloud.

Guided practice – Students practise target language:

1. In groups, students use dialogue from the text to role-play parts of a story (readers' theatre), e.g., " 'All right,' said the cat." (*Two Tiger Tales*)
2. In groups, students complete an oral cloze task based on a familiar text, e.g., "Māui and his brothers made ropes out of ...".
3. In groups, one student retells part of a familiar text while the other students mime that part.

Independent language use – Students use target language:

1. Students continue retelling a story after the teacher stops at a random point.
2. Students innovate on the story, changing character names, location, and so on, e.g., "One morning a tiger went to look for water" (*Two Tiger Tales*) "One morning a *hawk* went to look for water ... It was a small *black fantail*, and he was very angry ...".

RECOUNTING

Suggested language learning outcomes

- **Joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities.**

Learning indicators

1. Reads simple sentences from familiar recounts and narratives.
2. Recognises key participants and actions from familiar literary and factual recounts and narratives.
3. Identifies different purposes of texts on the basis of layout, style, and content.
4. Uses illustrations to gain information from recounts and narratives.
5. Identifies some letters, sounds, and words in a literary text.

Reading (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Where possible, use students' home language to demonstrate how to match sentences to pictures and talk about the events in the pictures.
2. Lead the students in reading repetitive sentences in a familiar class text, e.g., "I'm a troll, I'm a troll, and I live down a hole."

Guided practice – Students practise target language:

1. In groups, students predict characters, actions, and events from a title, cover, and illustrations, e.g., using *The Big Surprise* (RTR, Purple) or *Mr Gumpy's Outing* by John Burningham.
2. In pairs, students match sentences printed on strips of paper to a familiar class text.
3. In groups, students reorder sentences from a jumbled familiar recount or narrative.

Independent language use – Students use target language:

1. Students complete a supported cloze task by replacing key nouns in the gaps in a passage based on characters and events from a familiar class text (with the first letter of the missing nouns left in and a word bank provided).
2. Students build sentences, using cards with familiar words and phrases, and read their sentences aloud to a group.

RECOUNTING

Suggested language learning outcomes

- **Writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts.**

Learning indicators

1. Uses words from their first language to supplement writing.
2. Writes or copies words, phrases, or short sentences from literary or factual recounts or narratives.
3. Draws to illustrate a simple literary or factual recount or narrative.
4. Uses a small bank of known words in writing.
5. Completes simple, repetitive sentences that have been modelled for them.

Writing (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to draw a picture of an event from a familiar class text or from personal experience.
2. Develop lists of words or phrases that are relevant in context for students to copy from the blackboard or from word bank charts.

Guided practice – Students practise target language:

1. In pairs, students edit and proofread jointly constructed texts on computer, focusing on past-tense verbs, upper- and lower-case letters, and sentence punctuation.
2. In pairs, students sequence events (written on cards) from a familiar narrative or from the recount of a shared experience and place them appropriately on a timeline supplied by the teacher.

Independent language use – Students use target language:

1. Drawing on supporting text available in the classroom, students complete sentences relating to a familiar class story or to a recount of a shared experience, focusing on regular past-tense verbs.
2. Students innovate on a familiar class story, nursery rhyme, or song by substituting characters, e.g., "the three little *puppies*".

Language function

RECOUNTING

Depending on the purpose, this function may involve text forms such as:

literary recounts or narratives

factual recounts or narratives

Yrs 3–4
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 39 and 49–52
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting

Students are ACQUIRING the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Narrative texts, including plays, poems, and texts that students can retell and innovate on, e.g., "The Clumsy Tiger" and "The Competition" in *Two Tiger Tales* (RTR, Purple), *Māui and the Sun* (RTR, Purple), *A Gift for Aunty Ngā* (RTR, Gold), *Three Little Billy Goats* (RTR, Gold), *The Big Surprise* (RTR, Purple), *Skate Champs* (RTR, Purple), *Diwali* (RTR, Purple), "Walking on the Grass" (SJ 1.4.06), "Going Fishing" (SJ 1.1.08)

Some cross-curricular links

Maths and Statistics: conduct investigations using the statistical enquiry cycle; solve problems relating to stories, e.g., Emani's Haircutting, *Number: Book 1* (FIO, level 2)

The Arts: share … stories; develop and sustain ideas in drama, based on personal experience and imagination, e.g., *Māui and the Sun* (RTR, Purple),

Health and PE: create a movement sequence that tells a story, e.g., as in *Moving in Context* (CIA, years 1–6)

Science: build their language, e.g., by discussing texts like "A Trip to Nīkau Cave" (*Connected* 1 2007)

Social Studies: share recounts of cultural practices that express people's … values, e.g., in *Diwali* and *White Sunday in Sāmoa* (RTR, Purple; also available in the Tupu series)

Technology: recount the steps taken to develop an outcome, e.g., as in *The Impossible Bridge* (RTR, Gold)

RECOUNTING — Oral language (Stage 1)

Suggested language learning outcomes

- **Identifies main events and characters from familiar recounts and narratives.**
- **Retells familiar narratives and recounts personal experiences.**

Learning indicators

Listening (receptive indicators)

1. Relates recounts and narratives to their own experiences.
2. Shows understanding and enjoyment by anticipating events in a recount or narrative.
3. Demonstrates understanding of some elements of a recount or narrative by asking relevant questions.
4. Shows understanding of a sequence of events through their answers and during learning activities.
5. Provides non-verbal feedback to speaker to sustain interaction.
6. Shows understanding about characters and how they influence events by commenting, e.g., "He happy. He catch fish."

Speaking (productive indicators)

1. Uses gestures or voice in an attempt to support or amplify meaning.
2. Makes comments that show an understanding about characters and how they influence events, e.g., "He happy. He catch fish."
3. Uses linking words and phrases to order events, e.g., *then, after that*.
4. Describes events, characters, objects, and places in recounts and narratives.
5. Orders events from a recount or narrative in a logical sequence.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Encourage students to discuss their own experiences in relation to book experiences, and provide language as needed, e.g., skateboarding terms, scientific terms for features of caves.
2. Read key sentences from a story and scaffold students in selecting matching pictures from a series of pictures relating to the text.
3. Explain key words or expressions from the text that are culturally specific, using concrete or visual support, e.g., using the glossary and the pictures in *White Sunday in Sāmoa* (RTR, Purple).

Guided practice – Students practise target language:

1. In groups, students continue the retelling of a familiar class story using the book for support.
2. In pairs, students use rehearsed language structures to identify a character in an "enquiry and elimination" activity, e.g., "Are you big?", "Did you talk to a cat?", "Do you have a tail?"
3. In groups, students sequence events from a familiar class text and retell the story.

Independent language use – Students use target language:

1. Students plan and perform in a role play that innovates on a familiar class text.
2. Keeping in role as one character from the class text, students ask and answer questions, e.g., when playing "Hot Seat".
3. A group of students listens to another group recounting an innovation on a familiar class text and then identifies changes made to the text.

RECOUNTING

Reading (Stage 1)

Suggested language learning outcomes

- **Reads familiar literary and factual recounts and narrative texts.**

Learning indicators

1. Predicts actions of characters in a recount or narrative.
2. Identifies the building and resolution of tension in a narrative.
3. Recognises the structure of a literary or factual recount or narrative.
4. Recalls events from well-known literary and factual recounts and narratives.
5. Identifies some detail in recounts and narratives.
6. Recognises linking words and phrases used to order events.
7. Summarises and organises information from factual recounts.
8. Uses visual supports, e.g., pictures or diagrams, to interpret meaning.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to use sentence strips to sequence events from a familiar class text.
2. Introduce a three-level reading guide and use it to identify simple literal and inferential questions relating to students' recounts or familiar class texts.
3. Present model sentences and identify key content, i.e., content about who, what, where, and when.

Guided practice – Students practise target language:

1. In pairs, students build and illustrate noun phrases that include two or more adjectives and an adjectival phrase or clause, basing their noun phrases on a familiar class text and using classroom word banks.
2. In groups, students complete a matrix, e.g., of all the places Kiri goes to in *A Gift for Aunty Ngā* (RTR, Gold).

Independent language use – Students use target language:

1. Students identify who, what, where, and when at the orientation stage of a recount or narrative.
2. Students reread a familiar text and answer comprehension questions that require them to both retrieve factual information and infer implied information.

RECOUNTING

Writing (Stage 1)

Suggested language learning outcomes

- **Writes simple literary and factual recounts and narratives, using language learned in class.**

Learning indicators

1. Writes a literary or factual recount or narrative that shows a simple and logical sequence of ideas through structure and progression.
2. Uses intensifiers and/or repetition for emphasis or intensity, e.g., *completely broken*; *very, very sad*.
3. Uses regular and some irregular past-tense verbs, e.g., *went, bought*.
4. Writes an orientation to a narrative, informing the reader about "who, what, where, and when".
5. Uses pronoun reference, e.g., "The bus broke down. It …".
6. Provides some detail in factual texts, e.g., a report for the class magazine.
7. Writes some fiction texts, e.g., imaginative recounts and narratives.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to construct a simple recount about a familiar experience while "thinking aloud" about how to structure the text for its purpose.
2. Develop word banks of nouns, adjectives, and verbs that relate to familiar class texts.

Guided practice – Students practise target language:

1. In groups, students jointly construct a recount or narrative text, ensuring that it includes information about who, what, where, and when as well as correct spelling and punctuation.
2. In pairs, students match direct-speech bubbles to a character from a familiar class text then write the text as a play script, using a template provided by the teacher.

Independent language use – Students use target language:

1. Students innovate on a familiar text by rewriting it with different events.
2. Students add adjectives and intensifiers to a sentence to make a recount more detailed, e.g., *At the zoo, we saw a bear* becomes *At the zoo, we saw a large, white polar bear.*

Responding

RESPONDING

Language function across the curriculum

Depending on the purpose, this function may include: recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...	**Spoken and written text forms**
	• personal response • review

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**identifies related words from simple responses to literary texts***	**uses single words, formulaic phrases, or incomplete sentences to respond to literary texts**	**joins in shared reading of responses to literary texts and completes simple related activities**	**writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts**
Stage 1	**follows short opinions about familiar literary texts**	**states brief opinions about familiar literary texts**	**reads simple responses to familiar literary texts**	**writes short responses to familiar literary texts**
Stage 2	follows varying comments and opinions about literary texts	elaborates on personal responses to literary texts	follows main ideas from reviews of literary texts	plans and writes reviews incorporating key structural elements
Stage 3	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical responses

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function

RESPONDING

Depending on the purpose, this function may involve text forms such as:
personal responses
reviews

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 39 and 41–48
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Texts using evaluative language and expressing opinions about literary texts and other creative products or performances*, e.g., "Family Treasures" (SJ 1.3.07)

Some cross-curricular links

The Arts: evaluate art works, respond to … music, elements of drama, dance, and visual art, e.g., as described in *Into Music 1* and *2*

Social Studies: respond to ideas about cultural practices, e.g., in "Family Treasures" (SJ 1.3.07), "Becoming a Kiwi" (SJ 1.2.06), "Living in a Shipwreck" (SJ 1.2.07), "Back in My Day" (SJ 1.4.07; fiction)

RESPONDING — Oral language (Foundation Stage)

Suggested language learning outcomes

- **Identifies related words from simple responses to literary texts.***
- **Uses single words, formulaic phrases, or incomplete sentences to respond to literary texts.**

Learning indicators

Listening (receptive indicators)

1. Exhibits listening behaviour when listening to discussions about a literary text or other creative product or performance.
2. Responds to questions, with support, e.g., teacher asks, "Did you like the story?" and student nods.
3. Responds to a single element of a literary text, e.g., laughs when something funny happens.
4. Indicates understanding through *yes/no* responses.

Speaking (productive indicators)

1. Begins to express some likes, dislikes, and feelings about a literary text or other creative product or performance, e.g., "It funny."
2. Expresses a short personal opinion about a literary text or other creative product or performance, e.g., "Boy try hard."
3. Pronounces common words and phrases from class texts and activities comprehensibly.
4. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to responses to a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Play a tape of musical selections and ask questions that elicit *yes/no* answers, e.g., "Did you like the music?", "Did it make you feel sleepy?"
2. Introduce the language structure for a personal response to a shared class experience, e.g., a dramatic presentation – "I liked the witch when she …" [*student may mime*].
3. Develop the concept of *favourite* by listing and graphing television shows to identify the one that students like best, tallying individual student responses and graphing the results while commenting, e.g., "Deepak likes *The Simpsons* best."
4. Model facial expressions and gestures to show agreement or disagreement to statements, e.g., "Fatty food is healthy" – shake head emphatically, grimace, and wave away suggestion.

Guided practice – Students practise target language:

1. In pairs, students practise giving a response to a familiar book by following a simple formula, e.g., "In this book, I like …".
2. In groups, students pick up pictures of characters from familiar texts and use adjectives to describe the characters.
3. In groups, students express likes and dislikes, using pictures of main characters in a familiar text and deciding on simple reasons for choices, e.g., "Katie kind to cat."

Independent language use – Students use target language:

1. Students present a simple response to a familiar text or performance.
2. Students ask simple questions of a speaker or of the presenter of a dramatic, dance, or musical performance.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

RESPONDING

Reading (Foundation Stage)

Suggested language learning outcomes

- **Joins in shared reading of responses to literary texts and completes simple related activities.***

Learning indicators

1. Demonstrates reading-like behaviour by taking part in shared reading.
2. Chooses suitable and interesting fiction books by looking at covers and illustrations.
3. Follows simple literary texts while listening to them read aloud.
4. Shows a personal response to a literary text.
5. Identifies opinion words in a response to a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce reading of repetitive phrases for likes and dislikes, e.g., using a flipbook – "I like ..., I don't like ...".
2. Lead the construction of a chart or graph of liked and disliked characters or songs.
3. Introduce relevant terminology, e.g., *title, author, illustrations, illustrator*.

Guided practice – Students practise target language:

1. In pairs, students match split sentences, e.g., "I like the princess because ... she is brave."
2. In groups, students develop a graph of characters *liked* and *disliked* from a familiar storybook or performance.

Independent language use – Students use target language:

1. Students select a favourite event from a familiar literary text and draw a picture to show a character's response to it.
2. Students interpret a graph developed by another group, e.g., of favourite songs or characters from literary texts.
3. Students read the other students' responses and agree or disagree.

Dolphins (5 people)		
Item 1	Item 2	Item 3
	■	
	■	
■	■	■

RESPONDING

Writing (Foundation Stage)

Suggested language learning outcomes

- **Writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts.***

Learning indicators

1. Uses words in first language to supplement writing.
2. Copies lists of words that express likes, dislikes, and feelings about a literary text.
3. Draws to illustrate a favourite part of a literary text.
4. Copies single-opinion sentences and sentence patterns about a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to illustrate a favourite event or character from a familiar text.
2. Present and "think aloud" ways of completing sentences, e.g., "I like ... because ...", "I didn't like ... because ...".

Guided practice – Students practise target language:

1. In pairs, students put verbs on a cline, e.g., *hate – dislike – don't mind – like – really like/like a lot – love*.
2. In pairs, students complete sentences about familiar characters from storybooks or performances using words on cards or magnetic strips, e.g., "I like ...", "I don't like ...".
3. In groups, students paste evaluative words around pictures of characters from familiar literary texts, e.g., *good, bad, ugly, beautiful, sad, silly.*

Independent language use – Students use target language:

1. Students write a simple personal response to a familiar literary text or a performance, circling faces to express opinion and using word banks to complete sentences, e.g., ☺ , "The story was ...".
2. Students select a picture that represents an element of a favourite story and complete a cloze response, e.g., "I like ... because ...".

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function

RESPONDING

Depending on the purpose, this function may involve text forms such as:
personal responses
reviews

Yrs 3–4
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 39 and 49–52
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
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Some cross-curricular links

The Arts: evaluate art works, respond to … music, elements of drama, dance, and visual art, e.g., as described in *Into Music 1* and *2*

Social Studies: respond to ideas about cultural practices, e.g., in "Family Treasures" (SJ 1.3.07), "Becoming a Kiwi" (SJ 1.2.06), "Living in a Shipwreck" (SJ 1.2.07), "Back in My Day" (SJ 1.4.07; fiction)

RESPONDING — Oral language (Stage 1)

Suggested language learning outcomes

- **Follows short opinions about familiar literary* texts.**
- **States brief opinions about familiar literary texts.**

Learning indicators

Listening (receptive indicators)

1. Provides non-verbal feedback to the speaker to sustain interaction.
2. Indicates when not sure what questions about a literary text mean.
3. Indicates understanding of key elements of literary texts by identifying statements as true or false.
4. Responds to questions eliciting opinions about literary texts.

Speaking (productive indicators)

1. Supports an opinion by referring to descriptions or events in a literary text.
2. Expresses a set of likes, dislikes, and feelings about a literary text, e.g., "Ms Ropata, that funny book."
3. Expresses personal opinion about a literary text using details from the text, e.g., "Rhinoceros had best idea."
4. Uses simple comparison and contrast in giving opinions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead jazz chants that demonstrate how to express responses, e.g., *I like it, I love it, I hate it, I like it a lot.*
2. On a semantic web, record evaluative words, e.g., *liked, graceful, exciting, gentle; disliked, rough, awkward, long.*
3. Present different ways to make positive and negative statements about a literary text, e.g., "I enjoyed …", "I thought … was interesting."

Guided practice – Students practise target language:

1. In pairs, students devise an alternative ending to a familiar story, e.g., Māui and the Sun, The Little Red Hen, Cinderella.
2. In pairs, students choose a book and prepare a brief response, e.g., "This book title is *That's the Way!* Author name Lino Nelisi. I like part when she hit ball in hedge."

Independent language use – Students use target language:

1. Students play the role of a librarian giving a student their opinion about a book.
2. Students provide a simple response to a literary text, including references to events in the book.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

RESPONDING

Reading (Stage 1)

Suggested language learning outcomes

- **Reads simple responses to familiar literary texts*.**

Learning indicators

1. Relates an aspect of a literary text to personal experience.
2. Identifies features with personal appeal in literary texts.
3. Understands and uses some of the terminology of reading, e.g., *author, title, letter, word, sentence, page.*
4. Rereads familiar, self-chosen literary texts to increase accuracy and fluency and for understanding and enjoyment.
5. Shows a personal response by choosing another book by the same author.
6. In simple ways, compares and contrasts characters or events from different literary texts.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. "Think aloud" about how to draw inferences about a character's motives, qualities, and characteristics, based on visual images from the text.
2. Construct and present responses and reviews on familiar stories, films, and performances, highlighting text structure and language features.

Guided practice – Students practise target language:

1. In pairs, students identify evaluative words in a review text.
2. In groups, students sort and sequence sentences from two reviews that present differing views on the same book.

Independent language use – Students use target language:

1. Students read a simple review of a literary text, discuss whether it is accurate in terms of factual information such as names of characters, identify the reviewer's opinions and reasons, and agree or disagree.
2. Students read reviews on a variety of products, e.g., websites, computer games, music videos, and agree or disagree with reviewers' opinions.

RESPONDING

Writing (Stage 1)

Suggested language learning outcomes

- **Writes short responses to familiar literary texts.***

Learning indicators

1. Uses simple phrases to express basic comparisons.
2. Uses knowledge of sentence patterns to form new sentences.
3. Writes predominantly in the present tense.
4. Selects suitable descriptive and opinion words in writing.
5. Writes simple personal texts that present an opinion or point of view.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate the construction of a simple review, focusing the "think-aloud" on the purpose and audience for a review, e.g., "I wonder if the writer has a particular message for readers?"
2. Annotate a simple book review; talk about its structure and identify references to the text.

Guided practice – Students practise target language:

1. In groups, students complete a story matrix on characters in a book, using adjectives from classroom environmental print to describe their appearance, actions, habits, and feelings.
2. In groups, students jointly construct a review of a computer game or website, using word banks in the classroom and learned sentence patterns for expressing opinions.

Independent language use – Students use target language:

1. Students design a cover (for a storybook) that includes author, title, and other relevant information.
2. Students complete a response using a template, e.g., Your favourite character: why?

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Instructing

INSTRUCTING

Language function across the curriculum

Depending on the purpose, this function may include: describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...	**Spoken and written text forms** • procedure • procedural recount

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**identifies related words from short, simple instructions**	**uses single words, formulaic phrases, or incomplete sentences to respond to instructions**	**joins in shared reading of familiar procedural texts and completes simple related tasks**	**writes and illustrates procedures based on modelled and/or jointly constructed texts**
Stage 1	**follows sequences of steps related to classroom procedures or learning activities**	**gives short sequences of steps related to classroom procedures, games, or learning tasks**	**reads simple procedures on a familiar topic**	**writes a simple procedure on a familiar topic**
Stage 2	follows a series of instructions related to classroom procedures or learning activities	gives a series of oral instructions related to classroom procedures, games, or learning activities	identifies and organises main steps of instructions	plans and sequences information in procedural texts
Stage 3	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter

Language function

INSTRUCTING

Depending on the purpose, this function may involve text forms such as:
procedures
procedural recounts

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 39 and 41–48
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., *You Can Make a Happy Cake* (RTR, Gold), "Fold a Flower" (JJ 37), "Kūmara Treats" (SJ 1.4.07), "Fifita's New Broom" (SJ 1.4.06), "How to Make a Wind Chime" (SJ 2.1.08), "How to Drink a Rose" (*Connected* 1 2006)

Some cross-curricular links

Maths and Statistics: communicate simple … strategies, e.g., in maths activities
The Arts: develop and sustain ideas, e.g., in *Kiwi Kids Dance* and in *He Papahuia Toi Māori: Years 1–6*
Health and PE: contribute to and use guidelines and practices, e.g., in *Moving in Context* (CIA, years 1–6)
Science: follow directions for simple experiments
Social Studies: follow directions for learning activities
Technology: develop a plan that identifies key stages, e.g., as in "How to Drink a Rose" (*Connected* 1 2006)

INSTRUCTING — Oral language (Foundation Stage)

Suggested language learning outcomes

- **Identifies related words from short, simple instructions.**
- **Uses single words, formulaic phrases, or incomplete sentences to respond to instructions.**

Learning indicators

Listening (receptive indicators)

1. Identifies key words in familiar instructions.
2. Uses non-verbal behaviour to seek help.
3. Watches others perform a task and copies them.
4. Indicates understanding of common spoken instructions non-verbally, e.g., nods, smiles.
5. Seeks clarification of instructions in their first language from same-language peers.

Speaking (productive indicators)

1. Uses simple, familiar, command verbs, e.g., *put, cover*.
2. Uses phrasal verbs in instructions, e.g., *pick up, go to*.
3. Pronounces common words and phrases from class texts and activities comprehensibly.
4. Creates original utterances by substituting familiar phrases in instructions.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a procedural text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce commands in action games, e.g., Simon Says, Lifeboats, Hit the Deck.
2. Encourage students to use non-verbal signals to communicate when needed, e.g., pointing, nodding.
3. Provide opportunities for students to listen to and follow instructions for simple computer programs, e.g., concept keyboards, simple matching games.
4. Present instructions for a familiar procedure for students to listen to and carry out, e.g., following a clapping pattern, collecting worksheets.

Guided practice – Students practise target language:

1. Students join in familiar repetitive patterns in stories, songs, rhymes, chants, raps.
2. In groups, students role-play using instructional language, e.g., buying something at the shop, making a sandwich.
3. In pairs, students complete a series of taped instructions for finishing a computer-based task.
4. In groups, students put in order a series of pictures of a simple, familiar sequence, e.g., making a sandwich. Then they retell the procedure.
5. In pairs, students take part in barrier games focusing on positional language, e.g., directed drawing.

Independent language use – Students use target language:

1. Students sequence a series of pictures and retell a related, familiar set of instructions.
2. Students follow simple oral instructions that use key words and contexts, e.g., instructions relating to a computer activity.

INSTRUCTING

Suggested language learning outcomes

- **Joins in shared reading of familiar procedural texts and completes simple related tasks.**

Learning indicators

1. Identifies key objects in pictures, e.g., identifies tools and ingredients in a text that instructs.
2. Follows a procedural sequence shown in pictures.
3. Uses illustrations to support reading.
4. Recognises key words from a familiar text that instructs.
5. Knows that people read for different purposes, e.g., road safety instructions, recipes.
6. Recognises a text that instructs, relying on its appearance.

Reading (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce key words in a procedural text, ensuring that students understand both underlying and surrounding concepts.
2. Present grammatical features, e.g., use of action verbs; use of imperative verbs at the beginnings of sentences.

Guided practice – Students practise target language:

1. In pairs, students match and sequence pictures from a procedural text.
2. In groups, students follow a simple procedure by reading a set of sequenced pictures with labels.
3. In pairs, students identify sequence words in a text, e.g., *first, second, then*.

Independent language use – Students use target language:

1. Students find further examples of instructional texts from out-of-school sources, e.g., recipes from home, games from the public library.
2. To consolidate vocabulary recognition, students take part in matching and memory activities, e.g., Bingo, Snap, Concentration.

INSTRUCTING

Suggested language learning outcomes

- **Writes and illustrates procedures based on modelled and/or jointly constructed texts.**

Learning indicators

1. Writes short, copied instructions.
2. Uses words in their first language to supplement writing.
3. Draws arrows to demonstrate sequence.
4. Draws objects used in a procedure.

Writing (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Record simple instructions that match illustrations for students to trace or copy.
2. Develop a word bank of imperative verbs.

Guided practice – Students practise target language:

1. In pairs, students label their own illustrations, using instructional words on display.
2. Students key in a jointly constructed text on a computer, focusing on the text conventions of capitals and full stops in sentences.
3. In groups, students contribute to a class dictionary of verbs that relate to a procedural task.

Independent language use – Students use target language:

1. Students write instructions, using drawings and their first language.
2. Students innovate on a procedure jointly constructed by the class or group, e.g., How to Make a ... This could be a mixture of drawings and text.

Language function

INSTRUCTING

Depending on the purpose, this function may involve text forms such as:
procedures
procedural recounts

Yrs 3–4
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
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Science: follow directions for simple experiments
Social Studies: follow directions for learning activities
Technology: develop a plan that identifies key stages, e.g., as in "How to Drink a Rose" (*Connected* 1 2006)

INSTRUCTING

Oral language (Stage 1)

Suggested language learning outcomes

- **Follows sequences of steps related to classroom procedures or learning activities.**
- **Gives short sequences of steps related to classroom procedures, games, or learning tasks.**

Learning indicators

Listening (receptive indicators)

1. Follows a short sequence of instructions related to classroom activities.
2. Asks speaker to repeat and/or speak slowly, e.g., "Say again, please."
3. Asks questions that demonstrate an understanding of the task.
4. Provides non-verbal feedback to a speaker to sustain interaction.
5. Responds appropriately to instructions for different classroom activities.

Speaking (productive indicators)

1. Gives simple directions for a familiar task.
2. Makes simple comments about a procedure, e.g., "Too fast."
3. Uses commands to direct peers in classroom games and activities.
4. Repeats some of another speaker's words, e.g., in responding to a question. "Where did you *plant* the *seed*?" "*Plant seed* in pot."
5. Rehearses or role-plays giving instructions or directions, e.g., plays "school" in free play time.
6. Plans what to say and how to give instructions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce key content words and procedures for a specific task, e.g., a barrier game.
2. Present a short sequence of instructions related to classroom procedures, games, or learning tasks for students to follow, e.g., cutting and pasting a mask.
3. Encourage, where possible, the use of first language to clarify tasks or concepts.
4. Focus on sequence words by giving a series of instructions for the students to follow, e.g., "First open your book, then pick up your pencil, next write your name."

Guided practice – Students practise target language:

1. In pairs, students ask and answer questions (provided on cards) with a focus on adverbial phrases, e.g., Q: "How long do you stir …?" A: "We stir it for …" Q: "Where does the … go?" A: "It goes …".
2. In groups, students play a Do as I Say game, using imperative verbs. One student gives an instruction, and others follow, e.g., "Jump up and down", "Clap your hands."
3. In pairs, students construct models following instructions given by a partner, e.g., using blocks, construction materials, or playdough.

Independent language use – Students use target language:

1. Students retell the procedure of a task, e.g., dressing a doll, getting ready for school.
2. Students play a barrier game, e.g., matching colours to pictures – "Put the red spot on the apple."
3. Students join a group to retell the procedure of a familiar task.

INSTRUCTING

Suggested language learning outcomes

- **Reads simple procedures on a familiar topic.**

Learning indicators

1. Relies on key words for understanding instructions when reading texts or listening to texts read aloud.
2. Matches simple sentences or captions to illustrations or diagrams.
3. Understands common words that have different meanings in different contexts, e.g., *look, look at, look for.*
4. Distinguishes actions from objects in a procedural text.
5. Recalls the sequence of steps in a procedure.
6. Recognises procedural texts through layout of print, illustrations, and headings.
7. Makes predictions about appropriate sequence in a procedural text.
8. Uses visual supports, such as diagrams or pictures, to interpret meaning.

Reading (Stage 1)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce the use of illustrations, title, and layout to support understanding.
2. Highlight the use of adverbial phrases to show position or duration, e.g., "Put the mixture in the oven and bake for 45 minutes."

Guided practice – Students practise target language:

1. In pairs, students reorder a jumbled sequence of instructions.
2. In groups, students match illustrations to written instructions.
3. Students highlight the prepositions in a procedure.

Independent language use – Students use target language:

1. Students label parts of an unfamiliar procedure.
2. In pairs, students sort and reorder two different sets of scrambled instructions, e.g., for making lamingtons and for making a paper aeroplane.

INSTRUCTING

Suggested language learning outcomes

- **Writes a simple procedure on a familiar topic.**

Learning indicators

1. Writes procedures, using some technically appropriate words.
2. Organises procedural texts in a logical order.
3. Rewrites instructions after correction and conferencing, e.g., deletes or adds words to clarify meaning.
4. Writes simple and familiar procedures using teacher-prepared scaffolds.
5. Uses knowledge of sentence patterns to form new sentences, e.g., follows modelled and jointly constructed texts in order to write their own.
6. Writes suitable captions for procedural steps.

Writing (Stage 1)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Develop word banks of action verbs and measurement words, e.g., *looking, flying; millilitre, kilogram, tablespoon.*
2. Introduce synonyms by showing how to replace action verbs in a procedure, choosing from a list previously developed, e.g., *cut, slice, chop*.

Guided practice – Students practise target language:

1. In pairs, students choose adverbs of manner, place, and duration from classroom word banks in order to add details to instructions, e.g., *carefully, over the top, for two minutes*.
2. In groups, students develop a bank of noun phrases to describe materials or ingredients for a particular task, e.g., *a rounded tablespoon of brown sugar*.

Independent language use – Students use target language:

1. Students innovate on a familiar procedure, e.g., making a cheese sandwich based on making a jam sandwich.
2. Students expand noun phrases to provide detail about materials or ingredients, e.g., *five small red beads; 2 tablespoons of butter*.

Explaining

EXPLAINING

Language function across the curriculum

Depending on the purpose, this function may include: expressing causality, opinion, reasons, or conditions; elaborating; exemplifying; referring; reiterating; emphasising ...	**Spoken and written text forms**
	• explanation

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**identifies related words from short, simple explanations**	**uses single words, formulaic phrases, or incomplete sentences to ask and answer questions**	**joins in shared reading of familiar explanations and completes simple related activities**	**writes and illustrates simple explanations based on modelled and/or jointly constructed texts**
Stage 1	**follows spoken explanations on familiar topics**	**provides simple explanations on familiar topics**	**reads and retells explanations on familiar topics, using pictures or first language**	**writes simple explanations on familiar topics**
Stage 2	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations of familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics
Stage 3	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics

Language function

EXPLAINING

Depending on the purpose, this function may involve text forms such as:
explanations

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 39 and 41–48
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Texts giving explanations, e.g., *Duckling Palace* (RTR, Purple), *Undersea Gardens* (RTR, Gold), "Clay Faces" (JJ 35), "Our Treasure Island" (JJ 37), "Counting Kōura" (*Connected* 1 2007), "How to Make a Limestone Cave" (*Connected* 1 2007), "The Shell Collector" (*Connected* 1 2005), "How Do Hearing Aids Work?" (SJ 1.3.08)

Some cross-curricular links

Maths and Statistics: communicate and interpret ... strategies, using words, diagrams (pictures), and symbols, e.g., as in Counting Counts, *Number: Book 2* (FIO, level 2)

The Arts: share ideas about how and why [art] works are made, e.g., as in "Clay Faces" (JJ 35)

Health and PE: explain how [resources] contribute to a healthy community, e.g., in Building a Supportive Environment in *Change, Loss, and Grief* (CIA, years 1–8)

Science: explain how we know that some living things from the past are now extinct; explain how natural features are changed, e.g., as in "How to Make a Limestone Cave" (*Connected* 1 2007)

Social Studies: explain how people ... meet their needs, e.g., in *Undersea Gardens* (RTR, Gold)

Technology: explain the outcome they are developing

EXPLAINING — Oral language (Foundation Stage)

Suggested language learning outcomes

- **Identifies related words from short, simple explanations.**
- **Uses single words, formulaic phrases, or incomplete sentences to ask and answer questions.**

Learning indicators

Listening (receptive indicators)

1. Responds to questions about an explanation text with teacher support.
2. Understands basic sequential markers in sequential explanations, e.g., *first, then, next*.
3. Identifies single items of information from short explanation texts, e.g., an object, a part.

Speaking (productive indicators)

1. Asks for clarification or interpretation from same-language speakers, e.g., seeks explanation of classroom instructions or routines.
2. Demonstrates an understanding of explanations, using non-verbal means to communicate.
3. Pronounces common words and phrases from class texts and activities comprehensibly.
4. Responds with one- or two-word answers.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to explanation texts.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce technical vocabulary and use it to label a diagram, e.g., *eggs, ducklings*.
2. Introduce simple time conjunctions and create a word bank, e.g., *first, second, then*.
3. Provide flashcards of technical words and illustrations to support students' pronunciation and word recognition.

Guided practice – Students practise target language:

1. In groups, students sequence the stages of a familiar explanation, e.g., of what happens to the ducklings in *Duckling Palace*.
2. In groups with adult supervision, students complete an oral cloze task explaining the process, e.g., "First the adult frog lays its ...".
3. In groups, students sequence diagrams by numbering them, then choose an appropriate connective from a word bank, and finally construct a skeleton oral explanation, e.g., "First, eggs. Next, tadpoles ...".
4. In groups, students play a barrier game where student A has a flow chart with the life cycle of a frog and student B needs to fill in blank labels and student B has a flowchart with the life cycle of a duck and student A has to fill in blank labels.

Independent language use – Students use target language:

1. Students play a memory game, identifying missing elements from a spoken explanation of a process, e.g., the life cycle of a butterfly.
2. In response to a taped explanation, students demonstrate how to use a familiar object, e.g., a watering can.

EXPLAINING

Suggested language learning outcomes

- **Joins in shared reading of familiar explanations and completes simple related activities.**

Learning indicators

1. Identifies the purpose of a simple explanation.
2. Gains basic information from illustrations.
3. Uses illustrations to support reading of simple explanation texts.
4. Sequences a simple explanation process, using pictures.
5. Recognises technical words in a familiar explanation, e.g., *lever*.

Reading (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead the reading of a familiar class book, e.g., *Undersea Gardens*.
2. Present content words on cards and match them with the text.
3. Develop a word bank of sequential connectives, e.g., *next, after, when*.

Guided practice – Students practise target language:

1. In groups, students play a memory game with word and diagram cards.
2. In pairs, students complete cloze tasks (supported by a bank of key words), focusing on nouns and time conjunctions and adverbs.

Independent language use – Students use target language:

1. Students complete a read-and-draw activity, e.g., using content words from the topic as their focus.
2. Students sequence a life cycle flow chart of a familiar animal.

EXPLAINING

Suggested language learning outcomes

- **Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.**

Learning indicators

1. Explains a simple sequence by using drawings or diagrams.
2. Uses drawings or illustrations to compensate for limited English vocabulary, e.g., combines writing and drawing.
3. Uses words from their first language to supplement writing.
4. Finds words needed for their own explanations in labels, charts, and diagrams.
5. Labels diagrams, using words learned in class.
6. Completes simple, repetitive modelled sentences, e.g., "The handle turns the ...".

Writing (Foundation Stage)

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present a familiar explanation text as a flow chart and label the diagrams.
2. Scribe dictated captions for students to illustrate.

Guided practice – Students practise target language:

1. In groups, students develop a class dictionary of technical words on the current topic.
2. Students key in jointly constructed explanation texts on a computer, focusing on use of punctuation and spacing.
3. In pairs, students create new explanatory sentences, using familiar words on cards.

Independent language use – Students use target language:

1. Students complete a life cycle for a familiar living thing.
2. Students illustrate a process, copying labels or captions from displays, e.g., of a life cycle.

Language function

EXPLAINING

Depending on the purpose, this function may involve text forms such as:
explanations

Yrs 3–4
ELLP Stage 1

ELLP references

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Social Studies: explain how people ... meet their needs, e.g., in *Undersea Gardens* (RTR, Gold)

Technology: explain the outcome they are developing

EXPLAINING — Oral language (Stage 1)

Suggested language learning outcomes

- **Follows spoken explanations on familiar topics.**
- **Provides simple explanations on familiar topics.**

Learning indicators

Listening (receptive indicators)

1. Provides non-verbal feedback to speakers to sustain interaction, e.g., smiles, nods.
2. Follows teacher explanation using familiar language, e.g., revision of a familiar topic.
3. Provides a relevant response to a question.

Speaking (productive indicators)

1. Describes a series of changes, using simple English and including non-verbal language.
2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.
3. Asks simple questions that relate to the information required.
3. Adapts learned question formulas, for instance, by leaving out the verb *do/does*, e.g., in asking "Handle turn next?"
4. Gives a short sequence of steps related to a simple, sequential explanation.
6. Sequences information logically for the listener.
5. Uses simple sequential vocabulary, e.g., *first, then*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present technical vocabulary, using diagrams, and ask students to locate the elements named, e.g., *front legs, gills, hind legs.*
2. Demonstrate how to ask enquiry and elimination questions, e.g., "Do you ...?", "Does it ...?", "Are there ...?" Use a flow chart to help you.
3. Demonstrate how to complete an oral cloze task focusing on technical words based on a class theme, e.g., the life cycle of the butterfly.
4. Develop and display word banks of descriptive and classifying adjectives.

Guided practice – Students practise target language:

1. In groups, students play an enquiry and elimination game to clarify details about a process.
2. In pairs, students sequence diagrams to use as a guide in constructing an oral explanation.
3. In pairs, students build noun phrases by adding classifying and describing adjectives to the head noun, e.g., *The small, round clusters of eggs; an electric kettle.*
4. In pairs, students combine simple sentences to make compound sentences, using conjunctions, e.g., *The butterfly emerges from the cocoon, and then it flies away.*

Independent language use – Students use target language:

1. Students use a completed worksheet to explain a process to a partner from a visiting class.
2. Students play a memory game, identifying missing elements from a process and explaining what happens before and after, e.g., the growth of a duck.
3. Students explain how a familiar object works, e.g., a pencil sharpener.

EXPLAINING — Reading (Stage 1)

Suggested language learning outcomes

- **Reads and retells explanations on familiar topics, using pictures or first language.**

Learning indicators

1. Relies on key words for understanding explanations when reading or when listening to texts being read.
2. Matches simple sentences or captions to illustrations or photographs of a phenomenon.
3. Rereads familiar explanations to increase accuracy and fluency.
4. Identifies basic structural features of an explanation text, e.g., phenomenon and explanation sequence.
5. Identifies linking words that indicate sequence, e.g., *first, next.*
6. Identifies new information gained from reading an explanation.
7. Uses visual supports (e.g., diagrams, graphs, pictures) to interpret meaning in an explanation.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Read a simple explanation and highlight its structure.
2. Identify time conjunctions in an explanation.
3. While modelling reading an explanation, highlight basic punctuation, e.g., full stops, capital letters, question marks.

Guided practice – Students practise target language:

1. In pairs, students match semi-completed diagrams to familiar written text.
2. In groups, students sequence sentences from a familiar explanation.
3. In groups, students identify word chains in an explanation, e.g., *egg, froglet, adult, hatch.*

Independent language use – Students use target language:

1. Students read about and draw a life cycle based on an explanation text similar to the class text, e.g., about the life cycle of a snail rather than a frog.

2. Students complete a cloze task focusing on action verbs in an explanation.

EXPLAINING — Writing (Stage 1)

Suggested language learning outcomes

- **Writes simple explanations on familiar topics.**

Learning indicators

1. Identifies the nature and purpose of explanation texts in different formats, e.g., *book, pamphlet.*
2. Sequences information in a logical order.
3. Writes explanations that show simple cohesion of ideas, joining them with *and then*.
4. Attempts to provide more detail in written explanations by providing illustrations and lists.
5. Initiates own writing of an explanation.
6. Uses the simple present tense in an explanation.
7. Writes suitable labels for an explanation.
8. Uses simple sequence markers when describing a process.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to construct simple explanations of familiar processes or life cycles.
2. Demonstrate how to join simple sentences, using time conjunctions and additive conjunctions.

Guided practice – Students practise target language:

1. In groups, students complete a story ladder of a familiar explanation.
2. In pairs, students extend a noun phrase by adding descriptive and classifying adjectives.
3. In pairs, students complete sentence beginnings or endings by incorporating a time connective, e.g., *"When the eggs hatch*, the snails begin to look for food. The snails lay eggs *after they mate."*

Independent language use – Students use target language:

1. Students label a diagram, using information from a familiar explanation text.
2. Students write a simple explanation, referring to a labelled diagram.

Persuading

PERSUADING

Language function across the curriculum

Depending on the purpose, this function may include: previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ...	**Spoken and written text forms** • discussion • argument

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**identifies related words in short, simple, point-of-view oral texts**	**uses single words, formulaic phrases, or incomplete sentences to express a point of view**	**joins in reading of familiar persuasive texts and completes simple related activities**	**writes and illustrates points of view based on modelled and/or jointly constructed texts**
Stage 1	**follows the gist of a point of view being expressed on a familiar topic**	**gives simple reasons for opinions and shares ideas about familiar topics**	**reads simple persuasive texts that present a point of view on familiar topics**	**writes simple persuasive texts that present a single point of view on a familiar topic**
Stage 2	follows a line of argument in persuasive texts	presents coherent arguments on familiar topics	identifies and assesses arguments in persuasive texts	writes a cohesive persuasive text that supports conclusions on a familiar topic
Stage 3	evaluates the validity of spoken arguments	discusses issues, using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics

Language function

PERSUADING

Depending on the purpose, this function may involve text forms such as:
discussions
arguments

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 39 and 41–48
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

Texts that encourage or persuade or give opinions and reasons about choices, e.g., the poster on page 27 in "Mice for Sale" (SJ 1.1.07), "Flying the Flag" (SJ 1.1.06), "Family Feelings" (SJ 1.2.06)

Some cross-curricular links

Maths and Statistics: compare statements with ... data ... or probability activities undertaken by others, as in Wild about Juice, *Statistics* (FIO, level 3)

The Arts: share ideas about ... works and their ... value, e.g., in Waharoa in *He Papahuia Toi Māori: Years 1–6*

Health and PE: promote ... healthy classrooms, schools, and local environments, e.g., in *Healthy People Eat Healthy Food* (CIA, years 1–3)

Social Studies: examine social issues from varying viewpoints, e.g., in "Flying the Flag" (SJ 1.1.06)

Technology: give reasons why a specific outcome should be developed

PERSUADING — Oral language (Foundation Stage)

Suggested language learning outcomes

- **Identifies related words in short, simple, point-of-view oral texts.**
- **Uses single words, formulaic phrases, or incomplete sentences to express a point of view.**

Learning indicators

Listening (receptive indicators)

1. Recognises that a point of view is being expressed.
2. Follows reasons for everyday routines, e.g., wearing sunhats in the playground.
3. Indicates understanding of elements of different speakers' viewpoints by using a non-verbal signal.
4. Clarifies understanding of arguments by repeating an utterance using a rising intonation or an effective gesture.
5. Links speaker's tone of voice to purpose.
6. Provides non-verbal feedback to sustain interaction.

Speaking (productive indicators)

1. Uses their voice to emphasise their point of view.
2. Pronounces common words and phrases from class texts and activities comprehensibly.
3. Expresses their own point of view by substituting new words in learned patterns, e.g., "Rubbish bad."

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce and model the sentence structures *I like* ... and *I don't like* ...
2. Demonstrate the use of smiley faces to sort students' likes and dislikes, e.g., of specific foods, games, kinds of weather.
3. Lead repetitive jazz chants about likes and dislikes.
4. Model the use of facial expressions to show likes and dislikes of a range of things, e.g., chocolate, rain, playing computer games.
5. Introduce modality in statements and questions, e.g., "*Should* lollies be sold in the canteen? I think lollies *should/should not* ...".

Guided practice – Students practise target language:

1. In pairs, students put pictures into the categories of things liked and things disliked.
2. In groups, students give simple reasons for their likes and dislikes, e.g., "No like. Not nice."
3. In groups, students complete a grid recording their likes and dislikes, e.g., in terms of vegetables, fruit, cakes.
4. In groups, students state reasons for liking or disliking objects in a "feely box", using simple structures that have been modelled, e.g., "I like highlighter pens because ...".

Independent language use – Students use target language:

1. Students take part in group discussions on a familiar topic, e.g., school rules like "No hitting" and "Wear hats when outside in the sun."
2. Students state their reasons for liking or disliking an object or activity using the structure *I like ... because ...*, e.g., "I like racing car because it fast."

PERSUADING

Reading (Foundation Stage)

Suggested language learning outcomes

- **Joins in reading of familiar persuasive texts and completes simple related activities.**

Learning indicators

1. Identifies the purpose of a simple persuasive text.
2. Identifies single words in a persuasive text.
3. Identifies beginnings and ends of sentences in simple opinions.
4. Uses illustrations to support reading.
5. Reads back their own written point of view or sentences scribed by another.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead the reading of repetitive phrases about likes and dislikes.
2. Demonstrate how to construct a chart using pictures of likes and dislikes.

Guided practice – Students practise target language:

1. In pairs, students complete a supported cloze task (the beginning letters of the words are left in, and the full words are at the top of the page).
2. In groups with adult supervision, students play a card game, e.g., picture or word bingo, where students give a reason for liking or disliking an item.
3. In pairs, students match simple sentences about likes and dislikes to pictures.
4. In guided reading groups, students identify words that indicate that the writer is for or against a particular idea.

Independent language use – Students use target language:

1. Students complete a cloze task based on emotive words, referring to a word bank.
2. Students read sentences about arguments for and against ideas related to familiar topics.

PERSUADING

Writing (Foundation Stage)

Suggested language learning outcomes

- **Writes and illustrates a point of view based on modelled and/or jointly constructed texts.**

Learning indicators

1. Contributes words, ideas, or sentences to a class or group persuasive text.
2. Writes short, repetitive, persuasive statements that have been modelled.
3. Copies persuasive words and phrases related to a familiar topic, e.g., "I think ... that's a good idea."
4. Uses words in their first language to supplement writing.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to use drawing to express likes and dislikes.
2. Scribe dictated sentences that express students' opinions.

Guided practice – Students practise target language:

1. In pairs, students label their own illustrations, using words on display.
2. In groups, students participate in jointly constructing an opinion after discussion, e.g., "The junior classes should have a separate play area because ...".
3. In groups, students contribute to a class dictionary of opinions that relate to a current topic.

Independent language use – Students use target language:

1. Students write about likes and dislikes relating to a familiar topic, using known words and groups of recognisable letters, e.g., *bcz* for *because*.
2. Students follow a model to complete a persuasive text, using features such as: short, direct sentences; exclamations; and stimulus pictures, e.g., pictures of a littered environment with labels to show how the environment could be cleaned up.

Language function

PERSUADING

Depending on the purpose, this function may involve text forms such as:
discussions
arguments

Yrs 3–4
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 39 and 49–52
in ELLP 1–4

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing
Speaking, Writing, and Presenting
Students are ACQUIRING the prerequisite English language expertise for level 1–2 achievement objectives.

English texts

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Some cross-curricular links

Maths and Statistics: compare statements with ... data ... or probability activities undertaken by others, as in Wild about Juice, *Statistics* (FIO, level 3)

The Arts: share ideas about ... works and their ... value, e.g., in Waharoa in *He Papahuia Toi Māori: Years 1–6*

Health and PE: promote ... healthy classrooms, schools, and local environments, e.g., in *Healthy People Eat Healthy Food* (CIA, years 1–3)

Social Studies: examine social issues from varying viewpoints, e.g., in "Flying the Flag" (SJ 1.1.06)

Technology: give reasons why a specific outcome should be developed

PERSUADING — Oral language (Stage 1)

Suggested language learning outcomes

- **Follows the gist of a point of view being expressed on a familiar topic.**
- **Gives simple reasons for opinions and shares ideas about familiar topics.**

Learning indicators

Listening (receptive indicators)

1. Begins to take turns in discussions.
2. Follows a line of argument.
3. Interacts appropriately in discussions, e.g., doesn't raise their hand until the speaker has finished.
4. Follows the flow of an argument by taking turns in a class discussion and makes a relevant contribution at an appropriate time.
5. Responds to a topic by contributing ideas or comments within their own experience.

Speaking (productive indicators)

1. Questions the speaker to determine the reason for an opinion.
2. Supports a point of view through exemplification.
3. Clarifies and emphasises a point of view by rephrasing or repeating information.
4. Elaborates and exemplifies further information if requested.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present sentence starters to express an opinion, e.g., "I think ...", "It's my opinion that ...".
2. Demonstrate ways to question others about their likes and dislikes or opinions.
3. Introduce modal verbs, e.g., *must, should, might*.

Guided practice – Students practise target language:

1. In groups, after listening to a guest speaker, students recall the topic and arguments in order to summarise them.
2. In pairs, students develop and express opinions about an issue, using modal verbs, e.g., "We should make our beds at home because ...".
3. In groups, students prepare a role-play of situations where different points of view can be taken. They practise using intonation, facial expression, and gestures.

Independent language use – Students use target language:

1. Students choose one issue from a brainstormed list and prepare arguments for or against a statement, e.g., "Rabbits make good pets."
2. Students retell the main points supporting each case after listening to two short arguments, one for and one against a proposal, e.g., that the school canteen should sell vegetables.

PERSUADING

Reading (Stage 1)

Suggested language learning outcomes

- **Reads simple persuasive texts that present a point of view on familiar topics.**

Learning indicators

1. Imitates pronunciation, intonation, rhythm, and stress when reading familiar persuasive texts aloud.
2. Identifies key phrases expressing point of view, e.g., *I think*.
3. Identifies the basic text structure of arguments and discussions.
4. Retells points of view expressed in a text.
5. Rereads to confirm or reject a prediction about information in a persuasive text.
6. Forms hypotheses about the author's point of view on the basis of a text's introduction.
7. Recognises the use of emotive words and modality.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present ways of predicting the arguments that may be presented after reading the title of a discussion.
2. Demonstrate how to locate opinion words, sensory verbs, and modal verbs in a text.

Guided practice – Students practise target language:

1. In groups, students match split sentences that include opinions and reasons, e.g., "I think we should recycle paper because ... it saves trees."
2. In groups, students construct a simple cline of modal verbs, e.g., *must, should, shouldn't, mustn't.*

Independent language use – Students use target language:

1. Students complete a cloze task focusing on connectives used to contrast, e.g., *but, however.*
2. Students read an argument or discussion and state how their own opinions have changed or been reinforced.
3. Students read a persuasive text and then identify other possible arguments or evidence not stated in the text.

PERSUADING

Writing (Stage 1)

Suggested language learning outcomes

- **Writes simple persuasive texts that present a single point of view on a familiar topic.**

Learning indicators

1. Contributes to group writing of a persuasive text.
2. Uses some modal verbs to express opinion, e.g., *should, must*.
3. Uses simple sequence markers to order arguments logically in a persuasive text.
4. Expresses their own opinion in a persuasive text.
5. Gives a reason to support a point of view.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Develop word banks of modal verbs and demonstrate appropriate usage, e.g., "I *should* help Dad do the dishes."
2. Demonstrate ways of combining sentences to express consequence and possibility, e.g., "If people run inside, someone may trip over a schoolbag and get hurt."

Guided practice – Students practise target language:

1. In pairs, students compose statements with varying degrees of obligation, e.g., *We must ... We should ... We mustn't ...*
2. In groups, students sort (into appropriate categories) strips of paper with *for* and *against* arguments on a familiar issue.

Independent language use – Students use target language:

1. Students write a persuasive text giving an opinion.
2. Students identify and annotate the key features of their own or their group's persuasive text.

Negotiating

NEGOTIATING

Language function across the curriculum

Depending on the purpose, this function may include: **learning** recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring **interacting** greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming	**Spoken and written text forms** *All interactive oral text forms*

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 3–4

Stage	Oral language		Reading	Writing
	Listening	Speaking		
Foundation	**attempts to infer meanings conveyed verbally and non-verbally**	**negotiates simple interactions verbally and non-verbally**		
Stage 1	**understands the gist of familiar social and learning exchanges**	**participates in familiar social and learning exchanges**		
Stage 2	follows the gist of unpredictable social and learning transactions	manages participation in social and learning transactions		
Stage 3	infers speakers' intentions in order to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

Language function

NEGOTIATING

Depending on the purpose, this function may involve:
all interactive oral text forms

Yrs 3–4
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 in ELLP 1–4 (and DVD)

New Zealand Curriculum links

English achievement objectives

Listening and Speaking
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–2 achievement objectives.

Using oral texts

Uses the language of politeness
Questions, clarifies, presents ideas
Uses discourse strategies effectively

Negotiating in all learning areas

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas in appropriate ways in all curriculum areas. This includes:

- using the language of politeness;
- participating in group work effectively by taking on roles within a group;
- using such discourse strategies as taking turns, saying "Excuse me", and disagreeing appropriately.

NEGOTIATING

Oral language: Listening (Foundation Stage)

Suggested language learning outcomes

- **Attempts to infer meanings conveyed verbally and non-verbally.**

Learning indicators

Listening (receptive indicators)

1. Participates in group learning activities.
2. Seeks assistance from a same-language speaker to interpret or elaborate.
3. Checks understanding of an activity by asking for clarification from other first-language speakers.
4. Follows instructions, relying on key words and context.
5. Responds appropriately with non-verbal language, e.g., smiles when greeted.
6. Attends to tone and context to support understanding.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use consistent language for daily routines.
2. Provide simple instructions and directions (supported by gestures) to the class group, e.g., "Line up in pairs", "Hang up your bags", "Get out your lunches."
3. Consistently model greetings and farewells, e.g., "Kia ora, Mi'i."
4. Demonstrate class discourse conventions, e.g., put up your hand if you want to speak; come to the front to tell news; wait for a gap in the discussion to ask a question.

Guided practice – Students practise target language:

1. In groups, students participate in follow-the-leader games to copy the actions of others, e.g., Simon Says.
2. Students listen to and follow teacher or teacher-aide models of appropriate grammatical and intonation patterns.
3. Students notice the tone of voice used to demonstrate appropriate speaking behaviour in school situations.

Independent language use – Students use target language:

1. Students negotiate as they participate in daily routines.
2. Students respond non-verbally to questions and directions that require a response, e.g., "Who likes the song?", "Stand up if you play soccer", "Point to a corner of this shape."

NEGOTIATING

Oral language: Speaking (Foundation Stage)

Suggested language learning outcomes

- **Negotiates simple interactions verbally and non-verbally.**

Learning indicators

Speaking (productive indicators)

1. Participates in simple, routine social interactions by exchanging greetings and farewells, e.g., *Hi, Hello, See you*.
2. Watches others' actions and copies them.
3. Uses turn-taking strategies to sustain interaction.
4. Makes use of affirming behaviours to sustain interaction with others, e.g., nods, smiles, repeats speaker's words.
5. Uses questions to elicit help.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model greetings and farewells and encourage students to respond in unison, e.g., by saying together, "Kia ora, Ms Wentworth."
2. Introduce echo songs and chants, e.g., "We're Going on a Bear Hunt".

Guided practice – Students practise target language:

1. In pairs, students respond to simple questions that require a one-word response, e.g., "What is your name?", "What day is it?"
2. Students join in chants, poems, and repetitive refrains that require changes in voice, e.g., *Bedtime Cat* (RTR poem card).
3. In pairs, students use puppets to mimic questions and answers as demonstrated by the teacher.
4. In groups, students take part in an enquiry and elimination barrier game relating to a class theme or book.

Independent language use – Students use target language:

1. Students ask peers questions during news time, e.g., "Where you get?", "Who give?"
2. Students use appropriate tones of voice and language in the classroom.
3. Students take part in daily class routines.

Language function

NEGOTIATING

Depending on the purpose, this function may involve:
all interactive oral text forms

Yrs 3–4
ELLP Stage 1

ELLP references

Oral: pages 11–12 in ELLP 1–4 (and DVD)

New Zealand Curriculum links

English achievement objectives

Listening and Speaking
Students are ACQUIRING the prerequisite English language expertise for level 1–2 achievement objectives.

Using oral texts

Uses the language of politeness
Questions, clarifies, presents ideas
Uses discourse strategies effectively

Negotiating in all learning areas

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas in appropriate ways in all curriculum areas. This includes:

- using the language of politeness;
- participating in group work effectively by taking on roles within a group;
- using such discourse strategies as taking turns, saying "Excuse me", and disagreeing appropriately.

NEGOTIATING — Oral language: Listening (Stage 1)

Suggested language learning outcomes

- **Understands the gist of familiar social and learning exchanges.**

Learning indicators

Listening (receptive indicators)

1. Uses clarification strategies to check understanding.
2. Provides non-verbal feedback to the speaker to sustain interaction.
3. Asks the speaker to repeat and/or speak slowly, or asks what a word means, e.g., "What you mean?", "What mean 'festival'?"
4. Asks other first-language speakers to translate specific words (to check context of oral text or to match concepts in both languages).
5. Shows understanding of teacher questions on familiar topics or themes by responding with phrases or sentences.
6. Understands the difference between suggestions and instructions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use short sequences of instructions for class-related activities, e.g., borrowing class books and using class computers.
2. Use photos from a shared activity to support students' understanding when recounting events, e.g., when recounting a class excursion.
3. Model verb endings to show tense, using cue phrases on word cards with pictures, e.g., "Yesterday (*cue phrase*), we walked (*picture of walkers*), painted (*picture of painters*), ...".

Guided practice – Students practise target language:

1. In pairs, students respond non-verbally to *true/false* statements related to a class topic, book, or event, e.g., by putting ticks or crosses on the board or by using *yes/no* buttons or cards.
2. In groups, students take part in active team games.
3. Students listen as the teacher or teacher aide reads a book that allows them to demonstrate how stress, intonation, and volume are used in different situations.

Independent language use – Students use target language:

1. Students respond non-verbally, using individual cards, to *true/false* statements that relate to a class topic.
2. In social learning situations, such as pair or group work, students observe, then mime or role-play such discourse strategies as taking turns, affirming, and suggesting.

NEGOTIATING

Oral language: Speaking (Stage 1)

Suggested language learning outcomes

- **Participates in familiar social and learning exchanges.**

Learning indicators

Speaking (productive indicators)

1. Repeats some of another speaker's words, e.g., in responding to a question. "Where did you *plant* the *seed*?" "*Plant seed* in pot."
2. Uses a few learned question formats during more formal situations, such as class sharing sessions.
3. Negotiates simple transactions in familiar contexts, e.g., the classroom, the playground.
4. Repeats a sentence, modelling their rhythm, intonation, and pronunciation on that of the first speaker.
5. Initiates and participates in casual exchanges with English-speaking peers.
6. Reformulates language to convey meaning more clearly, e.g., "... and my mum say don't – and my mum was angry to me."

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Review the language needed to negotiate simple transactions, e.g., borrowing a library book, ordering lunch.
2. Model the words for an action relating to a picture cue, e.g., "He is running."
3. Lead familiar refrains, reading from a chart, e.g., "In the morning before school, before school ...".
4. Model ways to make a request using polite forms, e.g., "Excuse me ...", "Can I please ...?"

Guided practice – Students practise target language:

1. Students respond to teacher questions based on a class shared experience or photos, perhaps of an excursion, e.g., "Where did we go?" "Zoo."
2. Students suggest a learned response when the teacher asks questions about actions in pictures, e.g., the teacher says, "What is the boy doing?", and a student may respond, "The boy is running."

Independent language use – Students use target language:

1. Using pictures to support their retelling, students retell a short, spoken text, e.g., they repeat the correct utterances to order lunch or to borrow a book.
2. Students discuss what they see in photos or other pictures, using simple vocabulary, e.g., "We played with playdough", "This animal is eating."

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