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| NSN (National student number): |  |  |  |  |  |  |  |  |  |

A close up of a logo

Description automatically generated

ELLP Pathway Record of Progress

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| Last name: |  | First name: |  |
| Date of birth: |  | Gender: |  |
| Ethnicity: |  | Home languages: |  |
| Country of birth: |  | Date of entry to NZ: |  |
| NZ-born/migrant/refugee background: |  | Date of enrolment in first NZ school: |  |
| Current school: |  | Date started: |  |

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| **ELLP stage**  Enter one score, between 0-4, for each of listening, speaking, reading and writing. | **Listening** | **Speaking** | **Reading** | **Writing** | **Total Score** |
| (based on achieved indicators within a stage – see step 2 and 3 on the next page) | | | | |
| **Date: Year level:**  **Teacher signature:** |  |  |  |  |  |
| **Date: Year level:**  **Teacher signature:** |  |  |  |  |  |
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Using the ELLP stages to determine funding eligibility

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| **Step 1** | **Step 2** | **Step 3** |
| Assess the student’s achievement in each of the four modes: listening, speaking, reading and writing. You will need to use a range of assessment tasks, activities and observations to form an overall teacher judgement (OTJ) in relation to each of the descriptors on the matrices.  Record the student’s achievement on the matrices by using a highlighter (pen or electronically) to show which descriptors in each mode have been achieved (not ones they are still working on). You need to be able to confirm that the student has achieved the majority of descriptors at a particular stage to score them at that stage. They must demonstrate achievement of the descriptors independently and consistently across a range of contexts.  For the next assessment (six months later), use a different colour highlighter. | For each of the modes, assign a numerical value corresponding to the stage:  **0** – the student is working at foundation stage  **1** – the student can consistently achieve almost all of the matrix descriptors at stage 1  **2** – the student can consistently achieve almost all of the matrix descriptors at stage 2  **3** – the student can consistently achieve almost all of the matrix descriptors at stage 3  **4** – the student can consistently achieve almost all of the matrix descriptors at stage 4  Record the scores in the student’s assessment summary and add  them up to give a total score. | Enter the stage achieved and total score onto the status list and/or application forms for new students. |

**ELLP funding benchmark points**

The table shows the threshold for funding, based on total ELLP assessment scores. Note that the threshold varies across   
the years.

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| **16** |  |  |  |  |  |  |
| **15** |  |  |  |  |  |  |
| **14** |  | **Not eligible for ESOL funding** | | |  |  |
| **13** |  |  |  |  |  |  |
| **12** |  |  |  |  |  |  |
| **11** |  |  |  |  |  |  |
| **10** |  |  |  |  |  |  |
| **9** |  |  |  |  |  |  |
| **8** |  |  |  |  |  |  |
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| **5** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |
| **3** |  | **Eligible for ESOL funding** | | |  |  |
| **2** |  |  |  |  |  |  |
| **1** |  |  |  |  |  |  |
| **0** |  |  |  |  |  |  |
| **Total score across 4 modes** | **Years 1–2** | **Years 3–4** | **Years 5–6** | **Years 7–8** | **Years 9–10** | **Years 11–13+** |

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| **Interpersonal**  Listening to… | **Content (vocabulary)**  What do I understand? | **Delivery**  How do I act? | **Language structures/grammar**  What do I understand? |
| **Listening - Foundation** | | | |
| I understand better when someone speaks slowly and clearly.  I need speakers to pause, check my understanding and say again if necessary.  I find it easier to understand in a 1:1 situation.  Talk-accompanied visuals, real materials, modelling and hands-on activities help me understand and learn vocabulary.  Facial expressions and gestures, showing and pointing help me understand.  I may understand better if someone explains in my first language.  Bilingual support and resources e.g. picture dictionaries/translation tools may help me learn. | I am learning words in everyday topics:   |  |  | | --- | --- | | * family * class routine * colours * shapes * feelings * animals * weather * clothes * sports/hobbies * places in town | * classroom objects * days of the week * numbers * body parts * house * food/drink * seasons * months/times * daily routine * transport |   *(I continue to learn, consolidate and expand this vocabulary in Stage 1 and 2)*  I show that I understand new words in context and through vocabulary activities e.g. picture matching.  I understand some content-carrying vocabulary in context.  I understand one or two words of te reo Māori in context. | I may respond with silence because:   * I don’t understand * I need more time to think * I am not confident * I don’t yet know what to say * I’m afraid I may be wrong   I **need** wait time to process language.  I need careful scaffolding and plenty of varied recycling and revisiting.    I follow simple classroom routines, especially when they are accompanied by action and visual cues.  I respond to simple instructions once I am familiar with the language used.  I use body language to indicate that I do or don’t understand e.g. bright eyes, facial expression, shaking head, pointing. | I understand single words and short, simple utterances e.g. …*on the table…*  I understand simple, repeated everyday groups of words (formulaic chunks) e.g. *How are you? Come sit with me.*  I understand and can follow some basic instructions e.g. *Get your bag.*  I understand simple questions e.g. *Have you got a pencil, Talia?*  I more readily understand language related to familiar contexts, especially when supported by visuals. |
| **Listening - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| Different ways of communicating help me understand e.g. visuals, actions and gestures, talk-accompanied viewing and reading, real materials.  I understand enough language to interact with peers and teachers and build social relationships.  I understand simple digital content e.g. audio and video stories and texts, which I can listen to at school and at home.  Talk-accompanied visual prompts support my understanding e.g. photos, diagrams, quick drawings, picture story boards.  Bilingual support and digital and print resources may help me learn. | New vocabulary that I need e.g. topic vocabulary is identified. With support, I learn and consolidate these words.  I continue to learn the commonly used vocabulary listed in Foundation e.g. animals, transport in everyday contexts.  I use my knowledge of words to participate in listening activities e.g. retelling, listening grids, barrier games.  Songs, rhymes, poems and raps with repeating patterns help me learn vocabulary and language structures.  I understand some commonly used slang and idioms e.g. *Cool!* *Cross your fingers* when they are explained.  I understand a few words of te reo Māori when used in context.    I understand clusters of ideas in **familiar** curriculum contexts, when scaffolded. | I continue to need wait time to process language.  I understand clear, deliberate speech using longer utterances of simplified language, with key ideas rephrased if needed.  When I don’t understand, I am able to indicate this and ask.  I understand the use of gestures, facial expressions and changes in volume and tone of voice.  I notice some differences between words that sound similar e.g. *are/our, pin/bin*. | I understand short, simple sentences.  I follow and complete tasks when given clear instructions, repeated and reworded if needed.  I understand a range of language structures in context including:   * compound sentences (*and/but*)  e.g. *I ate popcorn and she ate chocolate* * simple present and past tenses * singular/plural * posessives e.g. *my, their* * structural words e.g. *in, at, on* * a range of adjectives and adverbs * sequential connectives e.g. *next, after*   I demonstrate my understanding of new structures through responding to spoken text, and in listening activities such as picture dictation and games. |

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| **Interpersonal**  Listening to… | **Content (vocabulary)**  What do I understand? | **Delivery**  How do I act? | **Language structures/grammar**  What do I understand? |
| **Listening - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| Scaffolded listening opportunities (including digital) support me to learn vocabulary and language structures, and make meaning.  Talk-accompanied visual prompts continue to support my learning.    My understanding enables me to participate more confidently in group and class work.  I understand longer passages of speech e.g. texts read aloud or recorded audio.  I may benefit from continued bilingual support and resources.  I value being supported and encouraged to use my bilingual skills for my own learning and to support peers. | With guidance, I identify and learn key topic and other curriculum vocabulary.  I understand information about personal and school events e.g. the weather forecast, school camp, sports day.  I understand conversations on an increasing range of familiar topics e.g. sports, favourite food.  I show my understanding of words in listening contexts and activities e.g. barrier exercises, running dictation, dictogloss.  I understand an increasing number of commonly used colloquial expressions e.g. *Give it a go, Take a break.*  I understand several te reo Māori words and phrases in context.  I understand and can participate in most class learning, especially when language and vocabulary are scaffolded and supported. | I understand longer passages spoken at normal speed in a range of familiar contexts.  I understand extended speech in an unfamiliar context that has pauses/wait time or is explained and discussed.  I can follow more complex directions e.g. about how to get somewhere or a science experiment.  I understand the cultural meanings of body language including eye contact and gesture.  I understand prosodic features (pitch, volume, tone, intonation and pace).  I notice differences between close sounding word pairs and groups e.g. *hear/hair, chair/cheer, sign/sigh.*  I understand an increasing range of accents, spoken at a natural speed. | I understand more complex sentences e.g. *Because his pie was cold, he heated it in the microwave.*  I easily understand a sequence of routine instructions and explanations e.g. when my teacher asks me to do two or three things.  I understand the use of a variety of grammatical structures in context e.g.:   * regular and many irregular verbs * comparatives e.g. *larger, smaller* and superlatives e.g. *largest* * agreement of subject and verb e.g. *I eat, she eats* * a, an, the, article omission e.g. *He likes sugar* (not *a* or *the* sugar) * relative clauses e.g. Add the fruit, *which was cut up earlier*, to the mixture.   I demonstrate my understanding of new grammatical structures in a range of ways, including in listening activities e.g. dictogloss, information gap exchanges. |
| **Listening - Stage 3** (generally too advanced for learners in Years 1-4) | | | |
| I understand longer passages of natural speech in familiar and unfamiliar contexts with or without visual support e.g. talks by visiting speakers.  I understand detailed instructions related to curriculum learning, and participatory games and activities.    I notice a speaker’s choice of words and their intention or purpose.    I can follow the meaning when a number of people are conversing e.g. in a class discussion.  I value being supported and encouraged to use my bilingual skills in my learning and using these to support others e.g. cultural ambassador or buddy. | I understand most curriculum content with well-scaffolded delivery.    I understand an increasing amount of topic and subject-specific vocabulary.  I draw on my growing knowledge of language to understand new forms of familiar words e.g. prefixes and suffixes - ***un****likely, prevent****able****, owner****ship****.*  I understand a range of words with multiple meanings e.g. *table, right, bank*.  I understand a wide range of synonyms e.g. *happy/delighted/pleased.*  I understand more and more figurative language such as puns and metaphors when explained e.g. *She’s a night owl.*    My understanding of te reo Māori words and expressions is equivalent to my classmates’ understanding. | I understand longer passages of speech spoken at a natural native-speaker pace in most contexts and can summarise the main points.  I understand English spoken in a range of accents and delivery modes.  I understand extended speech without visual support e.g. audio texts - podcasts, audio books, audio interviews.    I understand the **purpose and effect** of a range of non-verbal language features (throat clearing, gasp etc.) and body language, including eye contact and personal space. | I understand more complex and higher-level thinking language e.g. the language of content in curriculum topics.  I understand a variety of language structures, including:   * conditional structures (if…then) e.g. *If you turn the handle too far, then the timer will jam*. * passive forms e.g. …*is made of*… * adverbial clauses e.g. adverbial clauses of reason - *Use a chalk mark on the material so that the stitching is straight.* * a wide range of connectives e.g. *otherwise, meanwhile.*   My understanding of oral language structures and my growing listening capability transfers to my speaking, reading and writing. |

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| **Interpersonal**  Speaking with… | **Content (vocabulary)**  What do I say? | **Delivery**  How do I speak? | **Language structures/grammar**  How do I form sentences? |
| **Speaking - Foundation** | | | |
| I copy simple language that has been modelled e.g. My name is…    I am learning the social language I need to participate in the playground and in the classroom.    I speak a few words with the teacher or a partner one-on-one or in a small group if encouraged and supported.    If there are staff or peers who share my first language, I may talk through my ideas with them to help my understanding. | I use everyday interpersonal words and expressions e.g. greetings and farewells, please, thank you, sorry, excuse me.    I can share basic information about myself, including information about my family, previous school and where I live and come from.  I can share my basic needs and wants.  I am learning to use question words e.g. *who, where, when.*    I use a range of words that I am learning – topic words and daily use words – with support e.g. colours, family, classroom objects/routines.  I am learning to combine adjectives and nouns e.g. *big car.*    I join in with songs, rhymes and poems, learning to say the words in rhythm.    I am building confidence in using content-carrying words, including topic/inquiry vocabulary. | I may respond with silence because:   * I don’t understand * I need more time to think * I am not confident * I don’t yet know how to answer * I’m afraid I may be wrong     I **need** wait, think and prepare time before I speak.    I sometimes use main idea words and leave out structural words.    I may use gestures - pointing, nodding, smiling, shrugging - instead of speaking.    I express wants/needs, likes/dislikes, yes/no, mostly as single words or simple word groups.    Many English words and sounds may be strange and challenging for me to say. I may approximate sounds, if the English sounds don’t exist in my language. | I use single words and simple, often-used everyday groups of words (formulaic chunks) e.g. *How are you?*    I repeat/copy groups of words I hear often e.g. *Can I go to the toilet please? I’m good, thank you.*  I make simple statements e.g. *I am…, this is****…***    I give simple instructions.    I ask and answer simple questions.    I am learning high frequency words e.g.:   * nouns * singular/plural forms * conjunctions e.g. *and, but* * high frequency adjectives (describing words) e.g. *big* * *be, is/are, has/have* * verbs (action words) * prepositions of location and direction e.g. *in, on, at, to* * pronouns e.g. *I, he, she, they, it* * articles (*a, an, the*) |
| **Speaking - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I use language that has been modelled and re-encountered multiple times.  I use basic social language well to communicate in everyday contexts.    I speak more confidently with others, in the playground and in class.    I participate in short, simple conversations on topics of personal interest and classroom learning.    I take turns in partner/small group discussions.    I am beginning to participate in class discussions.    I may continue to rely on clarification in my first language. | Context specific vocabulary that I need is identified. With support, I learn and consolidate these words.    I need recycling strategies to consolidate learning new words and word groups.  I use simple time markers accurately e.g. *yesterday, now, next week, today.*  I use a range of question words confidently.    Songs, rhymes, poems and raps continue to help me learn vocabulary and language structures.    I can use language for important practical purposes e.g. say I’m not well and describe symptoms.    I use one or two words in te reo Māori.    I am confident to ask for help/ask for clarification when I don’t understand.    I retell texts I listen to and read with increasing detail, expressing text vocabulary and ideas. | I may be hesitant when speaking and not have the confidence to volunteer.  I continue to need wait, think and prepare time to formulate what to say.    I may pause and hesitate sometimes when speaking.  I often use a set of simple words (circumlocution) instead of specific vocabulary, which I do not know yet.  I am beginning to differentiate between some words that are close in sound e.g. *are/our, pin/bin* which helps my pronunciation become clearer.    I pronounce most English words that I use so others can understand. | I speak confidently using short simple sentences, especially when using well-practised structures.    I use compound sentences *(and/but)* e.g. *I ate popcorn and she ate chocolate.*    I use subject-verb-object structure correctly e.g. *I ate toast.*    I am learning and using high frequency words such as:   * prepositions e.g. *in, at, on* * posessives e.g. *my, their* * a range of adjectives and comparatives e.g*. better, faster* * simple adverbs (*-ly*) * sequential connectives e.g. *next, after*     I usually use present and past tenses at the right times. (I may overgeneralise verb rules e.g. –ed for irregular verbs *I sitted).* |

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| **Interpersonal**  Speaking with… | **Content (vocabulary)**  What do I say? | **Delivery**  How do I speak? | **Language structures/grammar**  How do I form sentences? |
| **Speaking - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I use spoken language in meaningful contexts with more confidence and complexity.    Recycled language and learning opportunities (including digital) support my spoken language growth.    I can join in with a group, and my growing language fluency enables me to work more collaboratively with others.    I initiate communication more confidently and independently.    I express reasons and justify ideas on familiar topics.    I can talk about my goals, dreams and future plans.    I can negotiate disagreements e.g. *explain a point of view.*    I am able to participate in class discussions and express myself clearly in most classroom contexts. | I use an increasing range of vocabulary and give detailed responses.  I have the language to carry out daily interactions confidently e.g. *buy something, make a phone call.*    I talk about experiences e.g. what I like to do most, and describe personal and meaningful events e.g. *a family wedding.*    I use some idioms/colloquial expressions  e.g. *as easy as ABC, busy as a bee.*    I use some words in te reo Māori in context.    With guidance, I am learning and using a range of academic vocabulary.    In **academic** contexts I can:   * ask different kinds of questions * give an instruction * give an opinion * add to the ideas of others * explain a problem e.g. maths strategy     I retell main points from listening/reading with increasing detail. | I pronounce most words clearly so that others understand. Some heritage language pronunciation differences may be detectable.    I use English expressively, developing pitch, volume, tone, intonation and pace (prosodic features) to convey meaning.    I talk clearly and confidently and my speech flows more smoothly and meaningfully.    I make distinctions between words that sound alike e.g. *rabbits/rapids/wrappers.*    I ask questions to clarify meaning e.g.  *Do you mean.*..? *Is that the same as*…?    I can keep a conversation going by ‘to and fro’ talking and showing that I’m listening e.g. *of course, I agree, Really?*    I use my growing vocabulary knowledge to express myself and my ideas in greater detail. | I use ‘standard’, well-structured English in most contexts.   I use a variety of different sentence structures - simple, compound, complex.    I use a variety of structures including:   * countable and uncountable nouns e.g. *rain, flour* are uncountable * comparatives (e.g. *better*) and superlatives (e.g. *best*) * connectives e.g. *next, in order to* * pronouns e.g. *he, she, they, it* * a, an, the, article omission e.g. *He likes sugar* (not *a* or *the sugar*) * contractions e.g. *won’t* * adverbial word groups e.g. *in the middle, under my feet*     I use a range of verbs/tenses including:   * imperative e.g. *Go!* * present progressive e.g. *He is eating* * simple past regular e.g. *I talked* * simple past high frequency irregular e.g. *They came late* * simple future e.g. *I will find her.*   My subject and verb are usually right for each other e.g. *I eat, she eats.* |
| **Speaking - Stage 3** (generally too advanced for learners in Years 1-4) | | | |
| I use more complex and sustained language.  I initiate and participate in conversations fluently and confidently and can sustain a conversation.    I use my language confidently in a range of academic contexts and can participate in an in-depth conversation on a topic I have studied or know well.    I extend my own or other students’ ideas when appropriate.    I present engaging recounts, narratives and explanations appropriate for the audience.    I give detailed instructions related to curriculum learning, and in participatory games and activities.    My ability to infer and follow logical threads of meaning means I can participate in complex interactions. | I use a wide range of topic and context specific vocabulary to express and understand curriculum contexts.  My expanded vocabulary enables me to talk fluently about a range of experiences and events in my everyday life.    My word choices are appropriate for topic, purpose and audience.    I use figurative language such as puns and metaphors, although I may need support to understand e.g. *She’s a night owl.*    My use of te reo Māori is equivalent to my classmates’ use.  I use language to exemplify and generalise e.g. *My research shows that…For these reasons we must protect the oceans…*    I can pass on detailed information reliably. | I pronounce most words clearly with increasing accuracy and fluency.    I use prosodic features (pitch, volume, tone, intonation and pace) confidently.    If I pause, it is done for effect or to think about more complex ideas, not because I don’t know how to say it.    I ask a range of questions to clarify meaning and probe ideas.  I check my own interpretation through paraphrasing or summarising e.g. *Do you mean that…*  I use features of natural ‘short-form’ spoken language e.g. saying “*Coming!*” instead of “*I am coming*”.    I use voice and gesture to enhance the impact of what I say e.g. when telling anecdotes to entertain or inform. | I use increasingly varied and complex language structures in ‘standard’, well-structured English, with few inaccuracies.    I use a range of verbs/tenses including:   * past progressive e.g. *He was eating* * passive e.g. *The book was found* * some irregular past e.g. *sink/sank* * future (going to) e.g. *I’m going to go* * gerunds e.g. *Cooking is fun* * infinitives e.g. *I wanted to go*   I use a variety of structures, including:   * conditional structures (if…then) e.g. *If you turn the handle too far, then the timer will jam.* * adverbial clauses e.g. adverbial clauses of reason - *Mix the ingredients so that they are well combined.*   I am usually able to recognise when I have made a mistake and self-correct. |

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| **Topic development**  What I read | **Language structures/grammar**  Sentences I read | **Vocabulary**  Words I read | **Layout**  How the book/text looks |
| **Reading - Foundation** | | | |
| I read supported short texts that have:   * one or two simple ideas * mostly high frequency words * lots of repeating word patterns * support from visuals - photos, drawings, diagrams   Talk-accompanied reading supports me to learn how to read the words and understand what I read. Talking about the visuals and connecting these to the written words supports my learning.  With visual and talk-accompanied reading support, I can respond to simple questions about what I read.    I am learning to recall and share some ideas from the text, with prompting and support e.g. talking, pointing and finding. | I can follow a simple text being read to me:   * short and gradually expanding sentences * grammatically simple sentences   I read short sentences with repeating word patterns e.g.  *I am too big for my jeans.*  *I am too big for my T-shirt.*  *I am too big for my shoes.*  *I am too big for my bike.*    I am learning to read simple texts with:   * the highest frequency vocabulary * a small collection of ideas   I use visuals to help me understand texts and to learn new words.    I am moving from word-by-word reading to more fluency and flow, noticing punctuation and modulating my voice accordingly. e.g. voice rising at the end of a question. | I need many content carrying words explained and shown in concrete ways, before and during reading.    With help, I learn and practise new words arising in the text.    I read many of the highest frequency words.    With support, I can use a picture dictionary to look up words and understand them.    I am developing letter and blend knowledge - phonemic awareness (ability to hear, identify and manipulate sounds).  Reading together at a pace that is slow and deliberate, and pointing to words as I/we read, helps me understand and builds my fluency. Audio-recorded support is helpful to me. | I am learning about concepts of print. I know that in English:   * letters make words, and letters stand for the sounds we say * we read from left to right, top to bottom * written text contains a message * there is a 1:1 match between spoken and written words * sentences start with a capital letter and end with a full stop or other punctuation form * visuals convey meaning, often closely linked to the written text   Texts are minimal in length and sentences are short and grammatically simple.  Visuals support the text.  **Foundation Stage reading guide:** Emergent level, Magenta\* |
| **Reading - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I read short texts with simple repeated ideas and a simple order (sequence).  I use the text visuals to help me understand the text.  I reread familiar texts to increase accuracy, fluency and understanding.  Talk-accompanied reading supports my reading fluency and understanding and helps me connect the content to what I already know  I am learning to read a variety of fiction and factual texts.  I’m learning to scan the text (e.g. title, headings, visuals) to get a sense of the text organisation and what the text is about.  I answer longer/more detailed questions about the text.  I retell the main ideas with more detail and less prompting.  I make some inferences using the words and the visuals. | I read simple and compound sentences joined with *and/but* and other conjunctions.    I understand sentences with varied beginnings.    I am beginning to recognise and understand tense markers, e.g. *the day before, tomorrow,* and past, present and future verb forms.    I understand tenses with more than one part e.g. *came to meet, was painting*.    I read and understand punctuation in a text e.g.  , *. !   “---”*    I am learning to read with expression.  I am continuing to develop fluency and flow when reading, with the support of good modelling.  With support, I am able to understand texts that have multiple ideas and more information. | I read texts with:   * a larger range of the highest frequency words * an increasing range of context specific low frequency words     I continue to need the meaning and structural use of new words explained.    I am learning ways to **remember** and use new vocabulary that I learn from my reading.  I am learning to use a dictionary (older learners) or glossary.    I am starting to understand word families (*baked, baking, bakery, baker*).    I am developing an awareness of synonyms (*big, huge, large*).    I am continuing to develop phonemic awareness.  Reading helps me develop a larger vocabulary and supports speaking, and spoken language supports reading. | **Stage 1A**   * repeating word patterns * simple present tense     **Reading guide:** Red\*  **Stage 1B**   * ideas presented in sequence * varied sentence beginnings * some direct speech * simple present and past tense   **Reading guide:** Yellow, Blue\*  **Stage 1C**   * variety of sentence beginnings * simple and compound sentences     **Reading guide:** Green, Orange\*  **Stage 1D/2A**   * little repetition * support from visuals * simple, compound, complex sentences * prepositional phrases e.g. *in the car* * more use of adjectives * some lower frequency words   **Reading guide:** Turquoise\* **\* with good comprehension** |

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| **Topic development**  What I read | **Language structures/grammar**  Sentences I read | **Vocabulary**  Words I read | **Layout**  How the book/text looks |
| **Reading - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | |
| I read **for meaning** different text types e.g. reports, explanations, recounts.  I predict what a text is about.    I retell and talk about a text at an instructional and independent level.    I respond to text-based questions in some detail, with and without the text to refer to.    I locate specific information in a text.  I use context to support working out the meaning of unknown words.    I understand the main ideas and specific information in paragraphs and across a longer text.  I understand, interpret and explain non-linear texts e.g. diagrams, tables, graphs, lists. | I read fluently and for meaning, simple and compound sentences (joined with *and, but*), and shorter complex sentences.    I understand prepositional word groups like *in the car, outside the house.*    I understand modal verbs that imply obligation e.g. ***must*** *practise,* ***might*** *go,* ***should*** *ask.*     I know the meanings of common prefixes e.g. *un-, re-, pre-*    I know the meanings of common suffixes e.g. *-less, -ness, -ful*  I read with fluency and understanding sentences with varied beginnings, embedded clauses and different sentence forms e.g. questions, exclamations, direct and reported speech.  I understand expanded word groups e.g. *a very special* day, ants *moving steadily forward.* | I read texts with:   * a larger range of high frequency words * low frequency words, including topic and technical words, discussed pre- and during reading.     I use phonological, context and word knowledge strategies to work out new words.  I understand an increasing range of less frequently used prepositions e.g. *across, beyond, opposite, underneath, within.*    I have a good understanding of word families *(baked, baking, bakery, baker).*    I understand gradations of meaning e.g. *big, very large, enormous.*    I understand key linking words in a text e.g. *therefore, however.*  I can use a dictionary independently. | **Stage 1D/2A**   * little repetition * support from visuals * simple, compound, complex sentences * prepositional word groups e.g. *in the car* and other structures * more use of adjectives * some lower frequency/ topic specific words supported by the text   **Reading guide:** Purple\*    **Stage 2B**   * some visuals * some topic/technical words * various sentence types including direct speech * sentence beginnings vary * verbs may be complex e.g. *wanted to have*   **Reading guide:** Gold, Junior Journals\*  **\* with good comprehension** |
| **Reading - Stage 3** (generally too advanced for learners in Years 1-4) | | | |
| I read a range of cross-curricular texts with good understanding e.g. maths, science.    I understand the structure of texts e.g. I can follow the organisation and sequence of ideas in factual texts.    I can cross-reference across a text.  I understand the purpose, intended audience and meaning of text, specific to the text type e.g. narrative, report.    I reflect on and critically evaluate information and ideas in the text and can share this.  I can identify and discuss cultural values underlying texts.  I can interpret diagrams and visuals, and link these to the print text.  I draw out theme ideas from texts and make interpretations based on content. | I can independently read more complex texts with fluency and understanding, although I continue to need support to deeply understand more complex texts.  I use my knowledge of prefixes and suffixes to work out word meanings.    I can infer the meaning of a new word from knowledge of stem words and word families, combined with prefixes/suffixes e.g. *tele-port, comfort-able.*    I understand passive constructions e.g. *is joined, are fixed up.*    I understand direct speech e.g. *He said, “I can’t. I’m too afraid.”*    I understand reported speech e.g. *He said that he was afraid.*    I understand complex verbal groups e.g. *wanted to have.*    I understand a wide range of connectives e.g. *otherwise, unless, in order to, so that.*  I pay attention to the prosody (rhythmic pattern) of text and read accordingly e.g. rhythm, modulation, pronunciation, pausing. | I read texts with increasing numbers of lower frequency and technical words, some not easy to infer from context.  My use of dictionaries and thesauruses assists with knowing and learning words.  I understand synonyms (like-meaning words) e.g. *happy, joyful* and antonyms (opposite words) e.g. *blunt, sharp.*    I understand a range of words in English with multiple meanings e.g. *table, right, bank.*    I am developing an understanding of the origins of words – root words e.g. *water: aqua, aquarium.*    I understand increasing numbers of technical words.  I understand a range of idiomatic expressions e.g. *She was over the moon about her new puppy.* | **Stage 2C/3A**   * multi-moded texts – writing, diagrams, tables, illustrations, including online/audio/video texts * topics developed in depth using linking words to connect ideas * varied high frequency words * topic/technical words may not be easy to infer from text * complex sentences can include direct speech and passive voice e.g. *he was remembered*   **Stage 3B**  All 3A indicators plus:   * long sentences * some idiomatic language   **Stage 3C**  All 3A and 3B indicators plus:   * sentences that require increasing background knowledge to understand text ideas   **Stage 3D/4A** All 3A,3B,3C plus:   * use of more complex sentences, including long sentences with multiple ideas * use of more complex figurative language e.g. similes, metaphors * wider use of idiomatic language * ideas arranged into paragraphs, sometimes using subheadings * variety of structures e.g. embedded clauses   **Reading guide:** School Journals, Connected |

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| **Topic development**  What I can write | **Sentence development**  Language structures | **Vocabulary**  Words | **Script control**  Handwriting/Typing | **Editing, spelling, punctuation**  Checking my work |
| **Writing - Foundation** | | | | |
| I copy words and some sentences.    I may use words from my first language in my writing.    I write 2-3 simple ideas that I can construct orally, with scaffolded support.    Writing exemplars, modelling, visuals and word cards help me write.    I record my experiences into printed words with support.    I am learning how to organise my ideas e.g. using frameworks or scaffolded sentence structures. | I write short, simple sentences with support.    I say my sentences out loud before I write them.  I link short word groups to express ideas e.g. I went / to school / in China.  I am learning basic verbs.  I use mostly present and simple past tense.    I am learning to use:   * articles (*the, a*) * pronouns (*I, he/she, they*)   With scaffolding (e.g. sentence starters) I write simple sentences, based on my own experiences and scaffolded topic input. | I use mostly high frequency words.    I use some topic-specific vocabulary (especially older learners).  I record new words as they arise in my listening, speaking and reading, or they are recorded for me.    I correctly write words that I use and read very often.    I use my letter/sound association knowledge to write new words that are phonologically simple. | I know about or am learning:     * to form letters correctly * to space letters and words * upper- and lower-case letters * to focus on letters that confuse me e.g. *b,d,p,q* * to write digits and numbers as words * to use upper- and lower-case letters correctly in sentences   *Note: Students may have good script control from their first language.*  I know that English writing goes from left to right and top to bottom.  I am learning the English alphabet and layout on a keyboard, including upper- and lower-case letters. | I can look at writing I have copied e.g. ‘*writing under*’ and check it for accuracy.    I need help to check my work for meaning, structure and vocabulary.    I try to spell words as they sound.    I am learning to use capital letters and full stops in the right places. |
| **Writing - Stage 1** (can take a year or more to achieve the stage with a focus on academic language) | | | | |
| I write longer texts – six or more sentences.    I am learning to plan and organise my ideas according to topic, purpose and audience.  I add supporting sentences and word groups to my main ideas.    I write ideas in logical sequence.  Writing exemplars, modelling, visuals and word cards continue to help me write.    I am learning to vary my writing for different purposes e.g. instruct, describe, narrate, explain, give an opinion. | I write simple sentences independently.    I write compound sentences joined with connecting vocabulary e.g. *and* and *but.*    I am learning to write complex sentences e.g. *My whānau hug me before I leave the house.*    I have increasing control over word groups in my writing.    I am learning to use simple present, past and future tenses.    I am learning to use the verbs be (*am, are, is, was, were*) and have (*has, have, had, will have*).  I use plurals and reflect this in verb forms e.g. *the boy has/the boys have.*    I am learning to write ‘tighter’ sentences with expanded structures e.g. *The tall, blond boy yelled loudly.* | I continue to expand my vocabulary knowledge – both high frequency and low frequency words.    I write with increasing confidence about topics that interest me e.g. sports/hobbies, and scaffolded curriculum topics.  Vocabulary that I need is identified e.g. curriculum vocabulary. With support, I learn and consolidate these words.  I include increasing numbers of topic-specific words in my writing when well-scaffolded.  I extend a noun or verb by adding adjectives and adverbs.  I use time sequencing words and adverbial word groups e.g. *after that, then, later, one day, in the morning.*    Images, word cards and interactive word walls help me remember new vocabulary and make word choices in my writing.    I use some expressive words to create an effect and to convey emotion and feelings. | I form letters correctly, paying attention to size, shape, position and orientation.    I space letters and words accurately.    I write numbers as words correctly.    I use upper case letters at the beginning of my sentences.    I am continuing to learn the correct use of upper- and lower-case letters in sentences e.g. people’s names/place names.  I use the English alphabet keyboard and am learning other text functions, including spell and grammar check. | I am increasingly able to edit my writing **but may not yet know ‘what sounds right’ or is correct.**  I spell many high frequency and familiar topic words correctly – they become automatic to me after saying, reading and writing them many times.    I apply letter sound knowledge to attempt unfamiliar words.    I use full stops confidently at the end of my sentences.    I put a question mark at the end of a question.    I am learning more varied punctuation e.g. ,  ! “…”  I can edit my work with support and based on editing criteria e.g. sense, organisation, word groupings and structure, unnecessary words, punctuation, spelling. |

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| **Topic development**  What I can write | **Sentence development**  Language structures | **Vocabulary**  Words | **Script control**  Handwriting/Typing | **Editing, spelling, punctuation**  Checking my work |
| **Writing - Stage 2** (can take a year or more to achieve the stage with a focus on academic language) | | | | |
| I write longer texts - eight or more sentences.  I choose more complex vocabulary to include in my writing.    I use paragraphs to organise my ideas.    I write a personal response confidently and independently.    My ideas are linked and organised, guided by planning steps.  I plan and organise my ideas, and make word choices, according to topic, purpose and audience.    I use guided models with confidence to write texts with different purposes e.g instruct, describe, narrate, explain, argue, give an opinion. | I form well-structured sentences and vary my sentence structures.    I use compound and some complex sentences, relying less on simple conjunctions (*and, but)*.    I confidently use a range of sentence beginnings.    I use simple present, past and future tenses more confidently and accurately.    My use of ‘*to be*’ and ‘*to have*’ verbs is correct.    I use relative pronouns e.g. *who, which, that.*    I use some modal verbs appropriately e.g. *might, can, should, will.* | I continue to develop my vocabulary - high and low frequency words and topic-related words.    I use more specific action words e.g. *whisk, blend.*    I use new words in my writing that have been introduced and explored for meaning.  It helps me when words I need are available for reference e.g. on the wall, in a notebook.    I use more descriptive language such as adjectives, adverbs and figurative language like similes and metaphors e.g. *run like the wind.*    My deliberate choice of vocabulary gives my writing a strong personal voice. | My writing is controlled and legible, adhering to acceptable form, position and shape.    I usually use upper- and lower-case letters appropriately in sentences e.g. people’s names/place names.    I use the English alphabet keyboard with increasing fluidity and use a range of text functions. | I can distinguish between homonyms (words that sound the same) e.g. *there, their, they’re, to, two, too* and use these correctly.    Most high frequency words are spelt correctly and with practice I can recall them instantly.    I use punctuation correctly most of the time (.  ,  ! ? “…”)    I use contractions e.g. *can’t, won’t, wasn’t.*    I am starting to edit my work accurately and independently.    I continue to need support to edit for sense, organisation, grammar, spellling, and effectiveness. |
| **Writing - Stage 3** (generally too advanced for learners in Years 1-4) | | | | |
| I write extended texts.    My writing shows attention to topic, purpose, audience and register (use of language differently in different situations).    I show increasing confidence and independence in writing texts with different purposes.  I write responses to texts that show my understanding of both the prompt and the text.  I develop character and theme in narratives.    I plan and sequence procedural texts e.g. scientific texts, product instructions.    I write cohesive persuasive texts about familiar and researched topics. | I construct sentence types appropriate to the purpose, audience and topic.    I use linking words like *however* and *therefore* to develop an argument and shape texts.  I use subordinate clauses using words like *when*, *if, after* e.g. *If we all go outside, we can play.*    I use direct speech e.g. *He whispered, “I’m too afraid.”* and indirect speech e.g. *He said that he was afraid* appropriately and in context.    Appropriate tense is mostly maintained throughout a text. | I choose words from an expanding bank of general, technical and academic vocabulary in a range of curriculum and topic areas.    I can use a range of common abbreviations e.g. in recipes *(tbsp)* and map directions (*NW*).    I can use a number of prefixes and suffixes e.g.***un****likely, prevent****able****, owner****ship****.*    I use a range of adverbs and adverbial phrases of frequency, time, place, manner, degree e.g. *always, rarely, usually, over there, almost, near to correct, two days in a row.*  I avoid first language interference most of the time, but sometimes word structure may revert to first language structures.    I sometimes use sophisticated literacy and grammar devices e.g. imagery, metaphor, humour. | My written text control is now well-established so that the script follows form, position and shape, and is written with fluidity.    I can confidently use an English alphabet keyboard including an increasing range of text functions. | I use my knowledge of basic grammar to edit my writing.    I continue to need some support to pick up minor grammatical misconstructions and to edit for optimal clarity and organisation.    My editing is self-directed, mostly accurate and independent within my range of knowledge.    My spelling is largely accurate.    I use a range of punctuation consistently. |