

Supporting English Language Learning in Primary Schools

A GUIDE FOR TEACHERS OF

YEARS **1** AND **2**

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.

Restricted waiver of copyright

The printed materials in this publication are subject to a restricted waiver of copyright to allow teachers to make photocopies of the material contained in the publication for use within a school, subject to the conditions below.

1. All copies of the printed materials must retain acknowledgment of the copyright.
2. The school or college shall not sell, hire, or otherwise derive revenue from copies of the material nor distribute copies of the material for any other purpose.
3. The restricted waiver of copyright is not transferable and may be withdrawn in the case of breach of any of these conditions.

Original text copyright © 2005 NSW Department of Education and Training
Multicultural Programs Unit, Locked Bag 53, Darlinghurst, NSW 2010.

This adaptation published 2009 for the New Zealand Ministry of Education by
Learning Media Limited, Box 3293, Wellington 6140, New Zealand.
www.learningmedia.co.nz

Adapted text copyright © Crown 2009
All rights reserved. Enquiries should be made to the publisher.

ISBN 978 0 7903 3237 6
PDF ISBN 978 0 7903 3236 9
Item number 33237

CONTENTS

2 Introduction

- 2 The structure of this resource
- 6 Terms used in this resource
- 7 How to use this resource

8 Describing

- 9 Language function across the curriculum
- 9 Overview of suggested language learning outcomes linked to ELLP stages
- 10 Foundation Stage: Oral language
- 11 Foundation Stage: Reading
- 11 Foundation Stage: Writing
- 12 Stage 1: Oral language

14 Recounting

- 15 Language function across the curriculum
- 15 Overview of suggested language learning outcomes linked to ELLP stages
- 16 Foundation Stage: Oral language
- 17 Foundation Stage: Reading
- 17 Foundation Stage: Writing
- 18 Stage 1: Oral language

20 Responding

- 21 Language function across the curriculum
- 21 Overview of suggested language learning outcomes linked to ELLP stages
- 22 Foundation Stage: Oral language
- 23 Foundation Stage: Reading
- 23 Foundation Stage: Writing
- 24 Stage 1: Oral language

26 Instructing

- 27 Language function across the curriculum
- 27 Overview of suggested language learning outcomes linked to ELLP stages
- 28 Foundation Stage: Oral language
- 29 Foundation Stage: Reading
- 29 Foundation Stage: Writing
- 30 Stage 1: Oral language

32 Explaining

- 33 Language function across the curriculum
- 33 Overview of suggested language learning outcomes linked to ELLP stages
- 34 Foundation Stage: Oral language
- 35 Foundation Stage: Reading
- 35 Foundation Stage: Writing
- 36 Stage 1: Oral language

38 Persuading

- 39 Language function across the curriculum
- 39 Overview of suggested language learning outcomes linked to ELLP stages
- 40 Foundation Stage: Oral language
- 41 Foundation Stage: Reading
- 41 Foundation Stage: Writing
- 42 Stage 1: Oral language

44 Negotiating

- 45 Language function across the curriculum
- 45 Overview of suggested language learning outcomes linked to ELLP stages
- 46 Foundation Stage: Oral language: Listening
- 47 Foundation Stage: Oral language: Speaking
- 48 Stage 1: Oral language: Listening
- 49 Stage 1: Oral language: Speaking

50 References and resources



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 students 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 1–2, and there are similar guides for teachers of students in years 3–4, 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.

Language function 1 <i>Depending on the purpose, this function may involve text forms such as ...</i>	Year levels and ELLP stage 2	4 New Zealand Curriculum links	
	ELLP references 3	Links to English learning area Examples of English texts	Links to other learning areas with examples of texts

- 1 The top part of each matrix gives the **language function** for the section and lists some examples of **text forms** appropriate for year 1 and 2 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 1 and 2. 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 instructional purposes within a class. Most ESOL students in years 1–2 will be at ELLP Foundation Stage, but some may be Stage 1 in their oral language, so the tables in this book provide outcomes and activities for Stage 1 learners in oral language only. 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 page 12, by suggested language learning outcomes and activities for *describing*, at Stage 1, for oral language only.
- 3 A separate cell in each header provides **references to the pages in ELLP** that are relevant for teachers of students in years 1–2 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 1 and 2 students. Note that the examples of texts are those that mainstream students in years 1 and 2 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 Language mode	
6 <i>Suggested language learning outcomes</i>	8 <i>Language learning activities</i>
7 <i>Learning indicators</i>	<div style="text-align: center;">8a <i>Explicit instructions</i></div> <div style="text-align: center;">8b <i>Guided practice</i></div> <div style="text-align: center;">8c <i>Independent language use</i></div>

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.

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.)

Many ESOL students in years 1 and 2 will be learning to listen, speak, read, and write at the Foundation Stage. Some ESOL students in years 1 and 2 may be at Stage 1 in their oral language, so a second header, under the same language function heading, leads into a table with outcomes and activities for Stage 1 learners in oral language.

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 1 and 2 who have been identified as at ELLP Foundation Stage or (for oral language only) at 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 1 and 2 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 1 or 2:

- 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 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 1 and 2 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 *Sound Sense: Phonics and Phonemic Awareness* (2003, Ready to Read Teacher Support Material).

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.

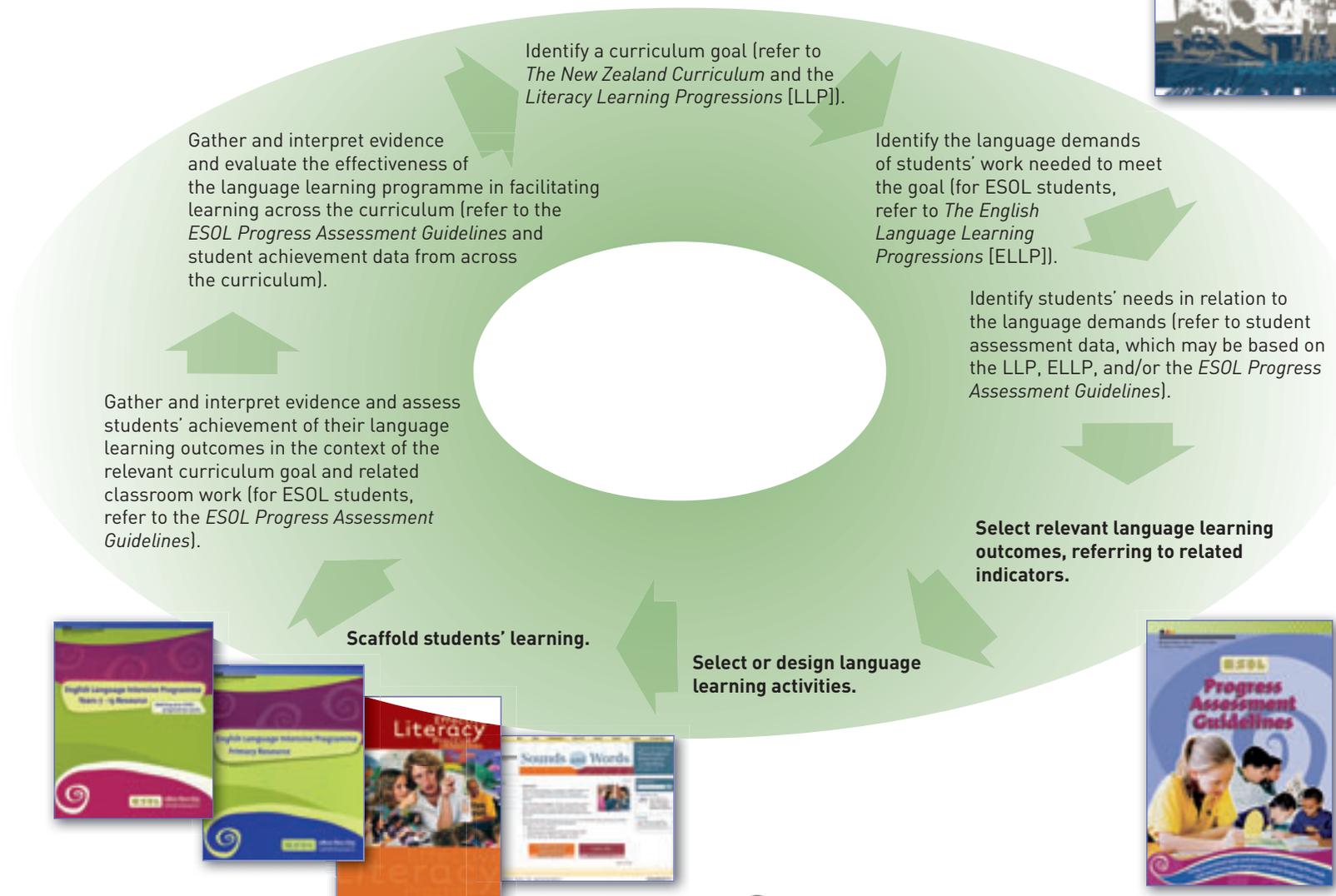
Responding (through texts) means to produce language in response to a stimulus.*

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**.



The background features several decorative green swirls of varying sizes and orientations, creating a sense of movement and depth. One large swirl is prominent in the lower-left quadrant, while others are scattered in the upper-left and upper-right areas.

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 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	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
<i>Stage 1</i>	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
<i>Stage 2</i>	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
<i>Stage 3</i>	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:

- factual descriptions
- literary descriptions
- information reports

Yrs 1–2
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 achievement objectives.

English texts

Texts describing things in terms of actions, colours, numbers, size, and so on, e.g., in *My Best Bear* (RTR, Magenta), *Off I Go!* (RTR, Magenta), *My Dad* (RTR, Yellow), *Gumboots* (RTR, Yellow), *Butterfly Day* (RTR, Turquoise); *Readalong 2007* (CD)

Some cross-curricular links

Maths and Statistics: describe size, shape, colour, number, position (e.g., *My Bike*, RTR, Red), classification, comparison, time, e.g., describe position relative to a person or object using BSM materials

The Arts: explore and share ideas in music, dance, drama, and visual arts, e.g., describe paintings, in *He Papahuia Toi Māori: Years 1–6*

Health and PE: describe feelings, describe themselves, e.g., in *Kotahitanga* (CIA, years 1–3)

Science: describe simple patterns; describe and compare properties, e.g., in *Fresh Food* (BSC 23, levels 1–2)

Social Studies: describe groups, roles, family, e.g., in *Lāvalava* (RTR, Red), *Let's See, Ling Lee* (RTR, Blue), *The Way It Was* (RTR, Green)

Technology: describe the outcome they are developing

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)

- Recognises some descriptive words connected with immediate interests or needs.
- Identifies single items of information from short, spoken, descriptive texts (number, colour).
- Recognises familiar objects and pictures from known contexts.
- Signals comprehension, even when not completely understanding spoken English.

Speaking (productive indicators)

- Pronounces common words and phrases from descriptive texts comprehensibly.
- Offers observations, e.g., "Dog black."
- Uses words related to interests or experiences, e.g., *family, school*.
- Seeks assistance from a friend to interpret or elaborate on a description.
- Uses familiar repetitive patterns from spoken descriptive texts, e.g., "... and a little tiny bowl for Baby Bear".
- Uses non-verbal responses, e.g., points to objects in order to demonstrate knowledge or understanding.

Language learning activities

Explicit instructions – Teacher supplies target language:

- Name each card played, with students echoing, while they play matching games with cards, e.g., Bingo, Fish, or Memory, using pictures related to familiar vocabulary.
- Name and display an object, then ask students to choose a similar thing from a limited display of classroom objects (e.g., "This is a book; show me another book") and then guide students' choice if necessary.
- Lead repetitive choruses, with visual cues or prompts, to model target language (e.g., "a great big chair for Papa Bear ...") or class routine (e.g., "Today is Tuesday and it is sunny").
- Name items and demonstrate a process for colouring a picture, e.g., "Use a red (*point to red on chart*) crayon (*display one*). Colour the square." (*Point to square on chart*.)

Guided practice – Students practise target language:

- In pairs, students find and identify materials or places named in teacher instructions, e.g., the sunny day picture (for the weather chart) or the reading corner.
- In pairs, students answer questions about familiar subjects (e.g., family, home, animals), focusing on descriptive elements, e.g., "Dog big", "Bird two feet."
- In groups, students name pictures, models, or real objects and then sort them into designated categories, e.g., "Find all the animals that fly."

Independent language use – Students use target language:

- Students answer questions about an object of interest for news by using non-verbal language, e.g., teacher says "Show me the pig's yellow jersey" and student points.
- Students contribute to description during group construction of a 3D object using materials such as plasticine or playdough, e.g., "Window here."
- Students describe themselves to a partner using a full-length mirror, e.g., "Black hair long; brown eyes."

DESCRIBING

Reading (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Responds to familiar descriptive texts read aloud, when supported by illustrations or repetition.
2. Focuses on repetitive key words when joining in group readings of familiar descriptive texts.
3. Engages in short, structured reading activities based on descriptive texts.
4. Begins to show awareness of letter-sound relationships and left-to-right progression of print in literary or factual descriptive texts.
5. Expects that a written text will describe, e.g., a character, item, or setting.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Read name cards and match them to students' names.
2. Identify descriptive language in a shared text.

Guided practice – Students practise target language:

1. In pairs, students create extended noun phrases by matching word cards (with nouns and adjectives) to picture cards, e.g., "a big red bus".
2. In groups, students play a Bingo game and match descriptive text to pictures, e.g., big bad wolf, pink flowers, brown basket, Little Red Riding Hood.

Independent language use – Students use target language:

1. Students find their own and their friends' names on classroom lists for small-group activities.
2. Students match labels to drawings or photographs of familiar items, e.g., sandwich, pencil.

DESCRIBING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Draws to illustrate a simple text that describes something.
2. Writes or copies words, phrases, or short texts to label drawings of familiar people, places, or things using language learned in class.
3. Participates in shared writing activities relating to descriptive texts, e.g., by contributing to wall stories or posters that describe something.
4. Expects to write at school as part of learning.
5. Uses illustrations to provide more detail that supports their own descriptive writing.
6. Shows an awareness of the difference between pictures and words.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Draw a setting from a familiar class text or shared experience, while "thinking aloud" about what should be included in the drawing, e.g., of a birthday, family, or classroom.
2. Write captions or labels to match pictures, e.g., "The little sister is scared."

Guided practice – Students practise target language:

1. In pairs, students dictate descriptive captions for photographs of the immediate environment, e.g., a shady tree, a smelly bin.
2. In groups, students draw, copy, or trace onto a 3D model of the local environment some signs, words, or logos (e.g., shop names, traffic signs), using adjectives and nouns.

Independent language use – Students use target language:

1. Students draw pictures of characters from a familiar literary text and dictate a caption, e.g., "Bear soft."
2. Students use a mirror to draw a self-portrait, then copy their own name and choose some appropriate describing words from class word banks.

Language function
DESCRIBING

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

- factual descriptions
- literary descriptions
- information reports

Yrs 1–2
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD),

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 achievement objectives.

English texts

Texts describing things in terms of actions, colours, numbers, size, and so on, e.g., in *My Best Bear* (RTR, Magenta), *Off I Go!* (RTR, Magenta), *My Dad* (RTR, Yellow), *Gumboots* (RTR, Yellow), *Butterfly Day* (RTR, Turquoise), *Readalong 2007* (CD)

Some cross-curricular links

Maths and Statistics: describe size, shape, colour, number, position (e.g., *My Bike*, RTR, Red), classification, comparison, time, e.g., describe position relative to a person or object using BSM materials

The Arts: explore and share ideas in music, dance, drama, and visual arts, e.g., describe paintings, in *He Papahua Toi Māori: Years 1–6*

Health and PE: describe feelings, describe themselves, e.g., in *Kotahitanga* (CIA, years 1–3)

Science: describe simple patterns; describe and compare properties, e.g., in *Fresh Food* (BSC 23, levels 1–2)

Social Studies: describe groups, roles, family, e.g., in *Lāvalava* (RTR, Red) *Let's See, Ling Lee* (RTR, Blue), *The Way It Was* (RTR, Green)

Technology: describe the outcome they are developing

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)

- Follows teacher's descriptions in familiar contexts.
- Provides non-verbal feedback to speaker to sustain interaction.
- Identifies key points of information from short, spoken, describing texts.
- Attends to spoken English by listening to the conversations of others.

Speaking (productive indicators)

- Demonstrates variable placement of adjectives, e.g., "red book", "book red".
- Employs a small range of vocabulary to convey shades of meaning, e.g., *very*, *very big*.
- Uses language acquired from new experiences and sources, such as excursions and performances.

Language learning activities

Explicit instructions – Teacher supplies target language:

- Demonstrate how to play questioning games, e.g., enquiry and elimination games such as Guess Who? and activities such as using a "feely box".
- "Think aloud", modelling correct language use, to compose an oral description, e.g., a picture of an angry cat: "The cat is orange with stripes. What else can I say about it? It has long whiskers and small eyes. It looks angry."

Guided practice – Students practise target language:

- In groups with adult supervision, students play barrier games where one team matches answers to information provided by another, e.g., to "find the differences" when teams hold two very similar pictures. Students are encouraged to use clarifying questions, e.g., "It have long tail?"
- In pairs, students complete a barrier activity where one student makes a model, figure, or pattern that their partner cannot see and then describes it so that their partner can make one to match.
- In groups, students sort attribute blocks or junk materials, naming the criteria for classification.

Independent language use – Students use target language:

- Students make a model, pattern, or picture and describe it, e.g., "My pattern have red circle, square blue, circle green one."
- Students describe a character in a story, e.g., "He is big and tall. He is happy."
- In a barrier game, students identify a feature of a picture after hearing another student describe it. They ask questions to narrow the choices, e.g., "What colour is the circle?"

The background features several decorative green swirls of varying sizes and orientations, creating a sense of movement and depth. The word "Recounting" is centered in a green, italicized serif font.

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 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	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
<i>Stage 1</i>	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
<i>Stage 2</i>	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
<i>Stage 3</i>	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for 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 1–2
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 achievement objectives.

English texts

Texts describing a sequence of events e.g., *Our Teacher*, *Miss Pool* (RTR, Magenta), *Car Shopping* (RTR, Red), *Locked Out* (RTR, Yellow), *Skipper's Happy Tail* (RTR, Blue), *At the Marae* (RTR, Turquoise)

Some cross-curricular links

Maths and Statistics: use counting to sequence, e.g., as in *One, Two, Three, Four, Five* (RTR poem card)

The Arts: share stories; use narrative basis for drama, dance, music, visual arts, e.g., *Our Teacher*, *Miss Pool* (RTR, Magenta)

Health and PE: share personal experiences, e.g., as in *Change, Loss, and Grief* (CIA, years 1–8)

Science: recount facts, e.g., as in *Ready, Steady, Jump!* (RTR, Yellow), *Butterfly Day* (RTR, Turquoise)

Social Studies: recount everyday social experiences, e.g., as in *My Sister* (RTR, Blue); story also available in the Tupu series in five Pasifika languages

Technology: recount how a specific outcome has been developed, e.g., as in *Don't Throw That Out!* (RTR, Yellow)

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. Begins to join in songs, rhymes, chants.
3. Recognises some content words used in texts that recount or narrate.
4. Exhibits listening behaviour, e.g., looks at speaker.
5. Shows enjoyment during spoken activities related to texts that recount or narrate.
6. Shows understanding of past, present, and future time references at beginnings of sentences, e.g., "Yesterday we went ..."

Speaking (productive indicators)

1. Uses key words related to texts that recount events related to immediate interests or needs, e.g., *family*, *school*, *food*.
2. Mimics others' language without necessarily understanding the meaning.
3. Pronounces common words from class texts and activities comprehensibly.
4. Uses familiar repetitive patterns from stories, songs, rhymes, the media.
5. Retells a story in their first language (while looking at a favourite book).

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present and lead class chants, songs, rhymes, e.g., "We're going on a lion hunt."
2. Prompt students to contribute to class news, e.g., "Did you go to the supermarket?" (Child nods or repeats "supermarket".)
3. Provide opportunities for students to view moving images with narration several times, listening each time for particular language events.

Guided practice – Students practise target language:

1. Students join in class songs, chants, and rhymes with a time-related sequence, e.g., "What's the Time, Taniwha?"
2. Students tell news or retell others' news, with teacher assistance as needed, e.g., "I went Auckland." "Did you go on the train?"
3. Students retell events following picture prompts and using single words or short phrases, e.g., "Boy up, boy dress, boy eat."

Independent language use – Students use target language:

1. Students role-play part of a story using dialogue from the text, e.g., " 'No,' said my sister."
2. Students answer questions about a sequence of events, e.g., "What happened before ..., next ..., after that ...?", by pointing to pictures displayed in jumbled order.

RECOUNTING

Reading (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Shows interest in looking at books, focusing mostly on illustrations to follow event sequence.
2. Demonstrates reading-like behaviour, e.g., points to words and illustrations, retells story to others in English or first language.
3. Brings prior experiences with print to reading tasks in English, e.g., an Arabic speaker may open a book from the back.
4. Gains simple information from illustrations, e.g., "Where is Miss Pool?" "In helicopter."
5. Identifies some letters, sounds, and words in familiar texts that recount or narrate.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Sequence pictures showing events from a familiar text while "thinking aloud" about how you decide what the sequence is.
2. Focus on language identifying who, what, where, and when during shared reading of a familiar story or rhyme recounting events, e.g., *Locked Out*.

Guided practice – Students practise target language:

1. In pairs, students use picture cards to complete sentences about a familiar text, i.e., picture cloze tasks.
2. In groups, students construct a picture timeline for a familiar shared text such as *Skipper's Happy Tail*.

Independent language use – Students use target language:

1. Students read sentences built with word and picture cards taken from familiar shared texts.
2. Students sequence pictures of events from a familiar shared text, e.g., *The New Cat*.

RECOUNTING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Demonstrates understanding that the purpose of writing is to communicate meaning.
2. Uses drawings to recount events, experiences, and stories, sharing drawings and writing with teacher and peers.
3. Demonstrates writing-like behaviour and writes or draws when others write or draw.
4. Completes short, simple, repetitive modelled sentences by substituting words copied from displays (or by using drawings).

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to draw two or three pictures to represent the events in a text that narrates or recounts.
2. Encourage students to contribute to the development of class-formulated sentences, by scribing for them as they describe actions and thoughts.
3. Scribe sentences about students' oral recounts, e.g., of news or an excursion, for students to trace or copy and illustrate.

Guided practice – Students practise target language:

1. In pairs, students copy and illustrate words from environmental print, e.g., words on boards or charts.
2. In pairs, students draw pictures of events in sequence to retell a familiar narrative and label these by copying or using word cards.

Independent language use – Students use target language:

1. Students dictate and then trace or copy a simple recount, e.g., "Dad washed the dishes."
2. Students use a concept keyboard to complete simple recount sentences. (A concept keyboard is a "talking" word processor that has the ability to combine graphics, text, and speech.)

Language function
RECOUNTING

Depending on the purpose, this function may involve text forms such as:
literary recounts or narratives
factual recounts or narratives

Yrs 1–2
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)

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 achievement objectives.

English texts

Texts describing a sequence of events, e.g., *Our Teacher*, *Miss Pool* (RTR, Magenta), *Car Shopping* (RTR, Red), *Locked Out* (RTR, Yellow), *Skipper's Happy Tail* (RTR, Blue), *At the Marae* (RTR, Turquoise)

Some cross-curricular links

Maths and Statistics: use counting to sequence, e.g., as in *One, Two, Three, Four, Five* (RTR poem card)

The Arts: share stories; use narrative basis for drama, dance, music, visual arts, e.g., *Our Teacher*, *Miss Pool* (RTR, Magenta)

Health and PE: share personal experiences, e.g., as in *Change, Loss, and Grief* (CIA, years 1–8)

Science: recount facts, e.g., as in *Ready, Steady, Jump!* (RTR, Yellow), *Butterfly Day* (RTR, Turquoise)

Social Studies: recount everyday social experiences, e.g., as in *My Sister* (RTR, Blue); story also available in the Tupu series in five Pasifika languages

Technology: recount how an outcome is developed, e.g., as in *Don't Throw That Out!* (RTR, Yellow)

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. Shows understanding of a sequence of events through their answers and during learning activities.
4. Provides non-verbal feedback for speaker to sustain interaction.

Speaking (productive indicators)

1. Uses gestures or voice to support or amplify meaning.
2. Makes comments that show an understanding of characters and how they influence events, e.g., "He cold. He get dressed."
3. Uses linking words and phrases to order events, e.g., *then*, *after that*.
4. Uses language acquired from new sources or experiences such as excursions, performances, conversations, English-speaking peers.
5. Orders events from recounts or narratives in a logical sequence.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Retell events and sequence pictures from a familiar text, e.g., a nursery rhyme or a recount of a class excursion, while demonstrating the use of sequence markers such as *first*, *then*, *next*.
2. "Think aloud", modelling correct language use, as you demonstrate constructing a 3D object for a design-and-make activity, then model how to recount the completed process, e.g., "I'll try this box. Oh no, it's too big ..."; "First I tried using the muesli box, but it was too big. Then Ali found me a smaller one, and I taped it to the toilet roll."
3. Model *wh-* questions during news time and build a chart of question words for students' reference, i.e., *who*, *when*, *what*, *where*, *why*, *how*.

Guided practice – Students practise target language:

1. In pairs, students sequence pictures from a shared class text or add missing pictures to a sequence while recounting events, perhaps using the words *first*, *then*, *last*.
2. In groups with adult supervision, students ask *wh-* questions using prompt cards or a reference chart.
3. In groups, students complete a design-and-make activity and recount the process to the class.

Independent language use – Students use target language:

1. Students use target language to ask questions, e.g., by asking *wh-* questions in news time.
2. Students role-play part of a familiar text so that others can identify the text and retell it.
3. Students innovate on a familiar text by responding to simple, open questions, e.g., "What might happen next?"

The background features several decorative green swirls of varying sizes and orientations, creating a sense of movement and organic form. One large swirl is prominent in the lower-left quadrant, while others are scattered in the upper-left and upper-right areas.

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 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	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
<i>Stage 1</i>	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
<i>Stage 2</i>	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
<i>Stage 3</i>	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 1–2
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 achievement objectives.

English texts

Literary* texts that students can respond to, e.g., *Old Tuatara* (RTR, Red), *Greedy Cat* (RTR, Yellow/Blue), *The Safe Place* (RTR, Green); texts giving opinions, reasons, and feelings about literary texts and other creative products or performances, e.g., *Shimbir* (RTR, Orange); also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., *Car Shopping* (RTR, Red), *I Want to be the Fox* (RTR, Green); audio texts like those on *Readalong 2008* (CD)

Some cross-curricular links

The Arts: respond to ... music, drama, dance, and visual art, e.g., as described on page 10 of *Into Music 1* (Years 1–3)

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 sad.”
2. Expresses short personal opinion about a literary text or other creative product or performance, e.g., “Boy try hard.”
3. Uses non-verbal means to communicate, e.g., to indicate tears or anger.
4. Gains attention of teacher or peers, e.g., by pointing or by using first language.
5. Uses a range of formulas to express opinions, e.g., “I like – that good.”

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use puppets, masks, props, or body language to demonstrate expressions of feelings or personality traits of characters, e.g., convey “shy” by hiding eyes.
2. In talking about pictures, discuss people’s emotions in particular circumstances, e.g., when Grandma died, when the new baby was born, first day at school.
3. Introduce simple rhymes or tongue twisters and model how to express enjoyment of rhythm, rhyme, actions.

Guided practice – Students practise target language:

1. In groups, students use the dress-up box to recreate and role-play characters and events from literary texts or drama presentation.
2. In groups with adult supervision, students play Bingo, matching characteristics described by the group leader to pictures of characters from familiar literary texts, e.g., “This character went fishing with his brothers ... He had a magic fish hook ...”.
3. In pairs, students sort illustrations from similar texts (e.g., fairy tales) into *like/dislike* categories, giving a simple reason for each choice, e.g., “Them happy.” “Them mean.”

Independent language use – Students use target language:

1. Students choose a picture from a familiar literary text, talking about and role-playing a character in that part of the story, e.g., Greedy Cat when he tastes the pepper – “No like!”
2. Students refer to pictures in a familiar literary text, identifying a favourite part and stating why they like it, e.g., “I like – cat look funny.”

* 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. Talks simply and gives simple opinions about familiar books and stories, e.g., "I like that."
2. Shows a personal response to a literary text (role-plays, draws a picture).
3. Uses cover, title, illustrations, recommendations of others, and their own interests to help choose suitable literary texts.
4. Demonstrates reading-like behaviour by taking part in shared reading.
5. Follows simple texts while listening to them read aloud.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Identify elements of a literary book, e.g., cover, title, author, illustrator, pages, and have students point out these elements on request.
2. Write up and read aloud a "feelings" statement after listening to a passage of music or watching a dance, e.g., "I felt scared when it got loud."

Guided practice – Students practise target language:

1. In groups, students match text in thought bubbles to characters in pictures from a text, e.g., in *Shush!* (RTR, Red).
2. In pairs, students match their opinion statements to pictures of parts of a drama presentation, dance, or story book, e.g., "Nasr liked the swishy fish movements."

Independent language use – Students use target language:

1. Students identify elements of a picture storybook that appeal to them, e.g., title, cover, illustrations, and give a simple reason for their choice, e.g., "Like cover – green."
2. Students draw pictures representing parts of a play, dance, or story under smiley or frowning faces or under appropriate headings.

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. Draws pictures to communicate ideas and experiences.
2. Combines drawing and writing in a response text.
3. Copies or traces single-opinion sentences about a literary text, an art work, a musical selection, a drama presentation, or a dance.
4. Finds words needed for their own writing from environmental print or charts.
5. Attributes meaning to copied symbols or words.
6. Shows awareness that English writing consists of words formed by letters.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. "Think aloud", modelling correct language use, while completing a "response" using words, phrases, or pictures.
2. Develop and display charts of appropriate words and phrases for expressing opinions about a creative product, e.g., *bright colours, happy music, scary monster*.

Guided practice – Students practise target language:

1. Students choose and copy the "feelings" face that matches their emotion in response to a stimulus, e.g., music, dance, art work. 😊 😐 😞
2. In pairs, students choose and draw a part of a story, dramatic presentation, or dance and complete a related caption, e.g., "This part made us feel ...".

Independent language use – Students use target language:

1. Students draw the cover of a favourite, familiar literary text and copy a sentence, e.g., "I liked this book."
2. Students complete a simple sentence, using pictures, words, or phrases from word banks, to respond to a story or painting, e.g., "I liked the painting. It made me feel ...".

* 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 1–2
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)

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 achievement objectives.

English texts

Texts giving opinions, reasons, and feelings about literary texts and other creative products or performances, e.g., *Shimbir* (RTR, Orange); also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., *Car Shopping* (RTR, Red), *I Want to be the Fox* (RTR, Green); audio texts like those on *Readalong 2008* (CD)

Some cross-curricular links

The Arts: respond to ... music, drama, dance, and visual art, e.g., as described on page 10 of *Into Music 1* (Years 1–3)

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 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 de Silva, that funny book."
3. Expresses personal opinion about a literary text using details from the text, e.g., "Rhinoceros had best idea."
4. Uses vocabulary learned from written texts when speaking.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present a range of descriptive language to help students express and support their judgments, e.g., *kind, was helpful and looked after, invited.*
2. Model a simple response to a shared reading text or a performance by thinking aloud, e.g., "What was the big sister like? She was kind. How do we know that? She helped her little sister."
3. Present the language to describe the attributes of a character from a familiar literary text, then act out the role to demonstrate how to role-play.

Guided practice – Students practise target language:

1. In groups with adult supervision, students construct clines by sorting pictures according to gradation of meaning, e.g., *sad, OK, very happy.*
2. In groups, students contribute to a creative design-and-make activity using junk materials to represent a character, setting, or event from a familiar literary text, by suggesting ideas, e.g., "This make angry face."

Independent language use – Students use target language:

1. In structured play activities, students use finger puppets, puppets, masks, or other props to represent the feelings of characters from a familiar literary text.
2. Students choose *yes* or *no* in response to a statement about a familiar literary text and give a reason for their opinion, e.g., "No, Jo not know all about making popcorn. She put too much in pot."

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

The background features several decorative green swirls of varying sizes and orientations, creating a sense of movement and organic form. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick, horizontal green band also curves across the middle left side.

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

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	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
<i>Stage 1</i>	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
<i>Stage 2</i>	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
<i>Stage 3</i>	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 1–2
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 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., *Let's Go* (RTR, Magenta), *Simon Says* (RTR, Red), *Shush!* (RTR, Red), *Don't Forget Grandma* (RTR, Blue), *Hedgehog Fun* (RTR, Blue), "Mmm, Popcorn!" in *Pop! Pop! Pop!* (RTR, Orange), *At the End of the Day* (RTR, Turquoise)

Some cross-curricular links

Maths and Statistics: give and follow instructions, e.g., in maths activities
The Arts: follow instructions to explore new techniques, e.g., in *Kiwi Kids Dance* and in *He Papahuia Toi Māori: Years 1–6*
Health and PE: participate in a range of games, e.g., in *Moving in Context* (CIA, years 1–6)
Science: follow directions for learning activities, e.g., in colours, shapes, numbers, e.g., in *Flowers, Fruits, and Seeds* (BSC, 25, levels 1–2)
Social Studies: follow directions for learning activities, e.g., in using maps and models
Technology: outline a general plan ... identifying appropriate steps, e.g., *My Worm House* (RTR, Red), *Keep in Touch* (RTR, Orange)

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)

- Identifies key words in familiar instructions.
- Recognises familiar instructions.
- Indicates understanding of common spoken instructions non-verbally, e.g., nods.
- Follows simple instructions where the context is obvious, e.g., directions with gestures.
- Seeks clarification by asking questions (in their first language) of same-language peers.

Speaking (productive indicators)

- Uses simple, familiar command verbs, e.g., *go, give, turn on*.
- Pronounces common words and phrases from class activities comprehensibly.
- Constructs two- or three-word utterances conveying relations between two terms, e.g., "Go office."
- Creates original utterances by substituting familiar phrases in instructions.
- Mimics teacher instructions without necessarily understanding meaning.
- Gains attention of teacher or peers, e.g., by pointing or using first language.

Language learning activities

Explicit instructions – Teacher supplies target language:

- Lead action songs and rhymes, e.g., "If you're happy and you know it, clap your hands!"
- Provide oral instructions one step at a time and demonstrate the related action in a directed art lesson, e.g., "Use the crayon to make lines from the top to the bottom."
- Where possible, use the students' first language to clarify a concept or a task, e.g., by having an adult or another student do this.

Guided practice – Students practise target language:

- Students act out a sequence of instructions as the teacher gives them, e.g., "Jump ...", "Clap...".
- Students take part in a variety of action games, e.g., Simon Says.
- Students join in familiar repetitive patterns from stories, songs, rhymes, chants, raps, e.g., "Teddybear, Teddybear, turn around."

Independent language use – Students use target language:

- Students use verbal and non-verbal means to retell a step in a procedural text already read together, e.g., student mimes pushing a piece of cheese onto a skewer and says, "Push a piece."
- Students suggest a set of simple captions for a sequence of road safety pictures, e.g., *buckle up; stop, look, listen*.
- Students role-play familiar, everyday, personal hygiene routines in response to a procedure spoken by the teacher or another student, e.g., the procedure for cleaning one's teeth.

INSTRUCTING

Reading (Foundation Stage)

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.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. “Think aloud”, modelling correct language use, while demonstrating how to sequence labelled pictures or photographs from a familiar text that instructs.
2. Point to words while reading a text that instructs and asking students to find matching illustrations from a display.

Guided practice – Students practise target language:

1. In pairs, students use pictures to identify components (e.g., key steps or key nouns or verbs) that are missing from a procedural text.
2. In groups, students read noun phrases and match them to pictures or to real objects, such as a cup of milk.
3. In pairs, students sequence pictures of a familiar routine or procedure.

Independent language use – Students use target language:

1. Students read aloud part of a text that instructs from class big books, e.g., on inside back cover of *Is That an Earthquake?* (RTR, Orange).
2. Students sequence pictures from a familiar text that instructs.

INSTRUCTING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Uses the terms *write* and *draw* appropriately.
2. Attributes meaning to copied symbols or words.
3. Attempts to label pictures of a text that instructs, using familiar words displayed in the classroom.
4. Attempts to write or copy words, phrases, or short sentences from familiar texts that instruct.
5. Draws to illustrate a simple, familiar text that instructs.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use drawings to show a simple sequence of instructions for a familiar activity, then demonstrate how to match labels to the drawings.
2. Scaffold the development of illustrated class word books, e.g., with action words, with names of things.

Guided practice – Students practise target language:

1. In pairs, students draw and label pictures to retell a short, simple, familiar, instructional sequence, e.g., coming to sit on the mat.
2. In groups, students use labelled pictures or word cards to complete a familiar cloze passage focusing on imperative verbs.

Independent language use – Students use target language:

1. Students dictate and trace or copy captions for pictures to retell a familiar instructional sequence.
2. Students use a concept keyboard to copy or write a simple text that instructs.

Language function
INSTRUCTING

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

Yrs 1–2
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)

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 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., *Let's Go* (RTR, Magenta), *Simon Says* (RTR, Red), *Shush!* (RTR, Red), *Don't Forget Grandma* (RTR, Blue), *Hedgehog Fun* (RTR, Blue), "Mmm, Popcorn!" in *Pop! Pop! Pop!* (RTR, Orange), *At the End of the Day* (RTR, Turquoise)

Some cross-curricular links

Maths and Statistics: give and follow instructions, e.g., in maths activities

The Arts: follow instructions to explore new techniques, e.g., in *Kiwi Kids Dance* and *He Papahuia Toi Māori: Years 1–6*

Health and PE: participate in a range of games, e.g., in *Moving in Context* (CIA, years 1–6)

Science: follow directions for learning activities, e.g., in colours, shapes, numbers, e.g., in *Flowers, Fruits, and Seeds* (BSC 25, levels 1–2)

Social Studies: follow directions for learning activities, e.g., in using maps and models

Technology: outline a general plan ... identifying appropriate steps, e.g., *My Worm House* (RTR, Red), *Keep in Touch* (RTR, Orange)

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. Identifies key points of information in short, spoken texts that instruct, e.g., "Need bread for sandwich."
2. Follows a short sequence of instructions related to classroom activities.
3. Provides non-verbal feedback to sustain interaction.
4. Comprehends basic markers of sequence, location, and time.

Speaking (productive indicators)

1. Gives simple directions for a familiar task.
2. Makes simple comments during an activity related to a text that instructs, e.g., "More paste."
3. Uses commands with imperative verbs 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.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Guide students through increasingly complex class routines and rules, e.g., "Blue group, put your bags near the door, then come and sit near my chair with your reading books."
2. Have a group of students demonstrate how to complete a new task, e.g., an enquiry and elimination task.

Guided practice – Students practise target language:

1. In groups, students prepare to role-play crossing the street safely, deciding the order of the actions and allocating roles.
2. In pairs, students play barrier games in which they place beads on a string to match a model, e.g., "Put a red bead on." "Which red bead?" "Little one."

Independent language use – Students use target language:

1. Students give instructions for simple road rules, e.g., "Stop at the kerb, wait for the patrol monitor ..."
2. Students follow instructions for playing a game, e.g., Snakes and Ladders.
3. After taking part in a design-and-make activity, students recount how they made their construction.
4. Students tell a partner how to make something using classroom construction materials or junk material, and their partner completes the construction correctly.

The background features several decorative green swirls of varying sizes and orientations, creating a sense of movement and depth. The word "Explaining" is centered in a green, italicized font.

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 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	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
<i>Stage 1</i>	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
<i>Stage 2</i>	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
<i>Stage 3</i>	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 1–2
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 achievement objectives.

English texts

Texts giving explanations, e.g., *Wind Power* (RTR, Orange), *Inside the Maize Maze* (RTR, Turquoise), *Bikes* (RTR, Turquoise), *Hay for Ambrosia* (RTR, Green)

Some cross-curricular links

Maths and Statistics: explain ... strategies, using words, numbers, and pictures, e.g., using BSM materials

The Arts: share ideas about why [art] works are made

Health and PE: talk about why we wash our hands, e.g., in *Healthy People Eat Healthy Food* (CIA, years 1–3)

Science: explain how animals move and get food, e.g., as in *Bumble Bee* (RTR, Red), *The Water Boatman* (RTR, Blue), *The Shag Goes Fishing* (RTR, Blue)

Social Studies: explain how people co-operate in groups

Technology: explain how a model can be used

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. Recognises familiar words in spoken texts that explain.
2. Recognises some content words in familiar texts that explain and are related to their interests or needs.
3. Seeks clarification of texts that explain, by asking for help.
4. Responds appropriately to familiar, formulaic language in simple texts that explain.
5. Watches others' actions and copies them.

Speaking (productive indicators)

1. Uses intonation to emphasise the meaning of simple utterances, e.g., "This?"
2. Uses non-verbal means to communicate, e.g., shows classmate what comes next.
3. Constructs two- or three-word utterances.
4. Pronounces, comprehensibly, common words and phrases from a text that explains.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. While speaking or reading aloud a text that explains, point to appropriate parts of a related flow chart or diagram.
2. Prepare students for a class excursion, using diagrams, models, pictures, videos, real objects, or flow charts to explain how a finished product relates to its origin, e.g., *farm – wheat, flour, bread*.

Guided practice – Students practise target language:

1. With teacher or helper guidance, students work in groups to follow a flow chart or picture sequence and retell events in a life cycle, e.g., "First frogs lay eggs."
2. In groups, students design and make a simple musical instrument and explain how the sounds are made in response to questions, e.g., "What is it?" – "Drum." "How does it work?" – "Hit it."
3. In pairs, students use photos or pictures as cues to help them sequence and explain (simply) the processing of familiar products from source to shelf, e.g., *wool – on sheep, shearing, spinning, knitting, jersey*.

Independent language use – Students use target language:

1. Students use photos or other visual props to explain the stages of a familiar life cycle or process.
2. After building a toy with moving parts, students explain how it works, using isolated words with related gestures, e.g., "This moves when ... push – this go."

EXPLAINING

Reading (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Shows interest in looking at texts that explain, focusing on visuals.
2. Follows the sequence of a simple process, using pictures.
3. Focuses on intonation, repetition, and illustrations to gain meaning in shared reading.
4. Matches some familiar spoken words to written words in texts that explain.
5. Knows that people read texts that explain to learn how things work or happen.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to sequence labelled pictures or photos of a familiar process or life cycle.
2. Demonstrate how arrows are used to show the sequence of a process.
3. Provide students with experiences in shared reading of texts that explain, focusing on visuals to increase students' knowledge of technical vocabulary and to develop their understandings of the topic.

Guided practice – Students practise target language:

1. In pairs, students match word cards to pictures of a familiar process, checking their choices against the original text.
2. In groups with teacher or helper guidance, students complete an oral cloze task; the explanation text could be a big book with words masked by removable labels.

Independent language use – Students use target language:

1. Students use labelled picture cards to help them sequence the sentences of a familiar text that explains.
2. Students retell a simple, familiar explanation text that uses sequenced pictures as prompts.

EXPLAINING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Uses drawings or graphics to explain a simple process or phenomenon.
2. Attributes meaning to copied symbols or words in a text that explains.
3. Demonstrates writing-like behaviour (writes or draws when others write or draw).
4. Combines writing and drawing to produce a simple text that explains.
5. Completes simple, repetitive, modelled sentences, e.g., "The handle turns the ...".
6. Writes or copies words or labels from texts that explain.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use questioning to scaffold students in labelling a model, flow chart, or diagram that explains a familiar process or phenomenon, e.g., "What happens next?" "When?" "Where?" "How?"
2. Develop and display word bank charts of technical vocabulary, labels, and captions.

Guided practice – Students practise target language:

1. Students take part in joint construction of a text that explains by labelling a diagram or flow chart using familiar technical language, e.g., *caterpillar*, *butterfly*.
2. In pairs, students sequence illustrations of a familiar process, copying labels to match pictures, e.g., *bee*, *flower*, *beehive*, *honey*.

Independent language use – Students use target language:

1. Students use the computer to copy simple labels for a diagram of a familiar process or phenomenon, e.g., *seed*; *earth*, *sun*, and *water*; *growing plant*.
2. Students label their own illustrations of explanatory sequences, using approximations of correct spelling.

Language function
EXPLAINING

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

Yrs 1–2
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)

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 achievement objectives.

English texts

Texts giving explanations, e.g., *Wind Power* (RTR, Orange), *Inside the Maize Maze* (RTR, Turquoise), *Bikes* (RTR, Turquoise), *Hay for Ambrosia* (RTR, Green)

Some cross-curricular links

Maths and Statistics: explain ... strategies, using words, numbers, and pictures, e.g., using BSM materials

The Arts: share ideas about why [art] works are made

Health and PE: talk about why we wash our hands, e.g., in *Healthy People Eat Healthy Food* (CIA, years 1–3)

Science: explain how animals move and get food, e.g., as in *Bumble Bee* (RTR, Red), *The Water Boatman* (RTR, Blue), *The Shag Goes Fishing* (RTR, Blue)

Social Studies: explain how people co-operate in groups

Technology: explain how a model can be used

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 (smiles, nods).
2. Follows a teacher explanation that uses familiar language (revision of familiar topic).
3. Provides a relevant response to a question.
4. Picks out key points of information in short, spoken texts that explain.
5. Comprehends basic markers of sequence (*first, then*) and adverbial phrases of location and time.

Speaking (productive indicators)

1. Describes a series of changes using simple English and including non-verbal language.
2. Asks simple *wh-* questions that relate to 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, familiar text that explains.
5. Uses simple sequential vocabulary, e.g., *first, then*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce technical vocabulary by labelling pictures or real objects, then having students point to items named.
2. When presenting an explanation text, focus on sequence markers, e.g., *first, then, next, later, finally*.
3. Use illustrations to present an explanation text as a flow chart.

Guided practice – Students practise target language:

1. In groups with adult supervision, students brainstorm vocabulary from pictures related to a familiar process, e.g., the growth of a daffodil from a bulb.
2. In pairs, students sequence pictures from a familiar explanatory flow chart and explain part of the process, e.g., “What happens after the caterpillar eats and eats?”
3. In groups, students talk about a missing part of a familiar explanatory sequence.

Independent language use – Students use target language:

1. Students sequence illustrations from a familiar explanatory sequence while the teacher explains the process.
2. Students retell part of an explanatory sequence, using pictures as prompts.

The background features several decorative green swirls of varying sizes and orientations, creating a dynamic and organic feel. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick, horizontal green band curves across the middle of the page.

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 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	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
<i>Stage 1</i>	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
<i>Stage 2</i>	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
<i>Stage 3</i>	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 1–2
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 achievement objectives.

English texts

Texts that encourage or persuade or give opinions and reasons about choices, e.g., *Keep Trying* (RTR, Yellow), *Purr-fect!* (RTR, Yellow), *The School Band* (RTR, Blue), *The Safe Place* (RTR, Green), *Mum's Octopus* (RTR, Orange)

Some cross-curricular links

Maths and Statistics: use data to support a solution or statement

The Arts: give opinions, with reasons, about a creative product or performance; sing songs about likes or dislikes, e.g., "School Is Number One", "Christmas on the Beach", and "Fish and Chips" (*Kiwi Kidsongs Collection*)

Health and PE: discuss needs and wants in terms of food choices, e.g., in *Healthy People Eat Healthy Food* (CIA, years 1–3)

Social Studies: discuss the role of advertisements in the media

Technology: justify a plan to produce an outcome

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. Exhibits listening behaviour (pays attention, concentrates, looks at speaker).
2. Signals comprehension through non-verbal feedback to sustain interaction.
3. Follows reasons for everyday routines, e.g., wearing sunhats in the playground.
4. Clarifies understanding of arguments by repeating utterance with rising intonation or gesture.

Speaking (productive indicators)

1. Pronounces common words and phrases from class texts and activities comprehensibly.
2. Combines known formulaic or learned structures with other vocabulary to construct new utterances to agree or disagree with others, e.g., "Yes, it nice."
3. Mimics what teacher is saying without necessarily understanding the meaning.
4. Uses non-verbal means to persuade, e.g., gestures or acts idea out.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. "Think aloud", modelling correct language use, to demonstrate choosing a free play activity, e.g., "I don't want to cut and paste. It's too messy. I like playdough. I'll make a cat."
2. Mime *like* and *don't like* for some familiar foods and relate these concepts to smiley/frowning faces while providing the appropriate sentences, e.g., "I don't like honey. It's too sweet."
3. Present jazz chants or songs with a persuasive theme, e.g., "School Is Number One" (*Kiwi Kidsongs Collection*).

Guided practice – Students practise target language:

1. In groups with adult supervision, students sort litter collected from the playground into rubbish, paper, cans, etc., justifying their placements, e.g., "Paper here – recycle."
2. In pairs, students sort magazine or catalogue pictures into "needs" and "wants". They talk about their reasons for placements in each category, e.g., "Need hat. For sun. Want (*pointing*). For beach."
3. Students take part in a favourite-pet, -toy, or -colour day, e.g., by contributing to a display table and following a language model to state why an item is a favourite, e.g., "Like truck (*teacher may supply word*). Carry lots."

Independent language use – Students use target language:

1. Students contribute to arguments supporting a point of view in class discussions on current topics, e.g., "People should walk inside" (i.e., walk, not run).
2. Students choose a "take-home book", stating why it was chosen, e.g., "Like cars."

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 social purpose of a simple persuasive text.
2. Uses illustrations to support reading.
3. Reads back own sentences scribed by another.
4. Gives a simple opinion about an issue from a familiar text that persuades.
5. Expects that a piece of writing can express an opinion.
6. Listens for key words, such as topic-related vocabulary in a shared reading passage.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. “Think aloud”, modelling correct language use, to explain your reasons for choosing a book to read to the class.
2. “Think aloud” to explain your reasons for choosing magazine pictures for a collage that includes examples of both healthy and unhealthy foods.

Guided practice – Students practise target language:

1. In pairs, students choose pictures from a toy catalogue and place them on a cline in order from most to least liked.
2. In groups, students choose one healthy and one unhealthy food picture to add to a collage that includes examples of both kinds of foods.

Independent language use – Students use target language:

1. Students read a familiar, jointly constructed point-of-view text.
2. Students express an opinion after shared reading of a text, giving a reason for their stance, e.g., after reading a toy catalogue, “This (*pointing*) good. Looks real.”

PERSUADING

Writing (Foundation Stage)

Suggested language learning outcomes

- Writes and illustrates points 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. Copies persuasive words and phrases related to a familiar topic, e.g., “I think ... that’s a good idea.”

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead the development of a list of words signalling opinion, e.g., *I think, best, useful*.
2. Have students contribute orally to a list of “Things I like doing at school” and write the list for students to trace or copy.
3. Develop a list of positive statements about students and create a bank of phrases for students to use, e.g., *a good friend, kind, helpful, shares*.

Guided practice – Students practise target language:

1. In groups, students use magazine pictures and captions to create a healthy menu for a class picnic.
2. Working in pairs, students dictate, then trace or copy, photo captions that say something positive about their partner.

Independent language use – Students use target language:

1. After group discussion, students draw themselves or write their names on a *yes/no* chart in response to a statement, e.g., “I like dogs best.”
2. Students use a text-sensitive pad or a paint program to write or copy a simple health message on a computer, e.g., “No hat, no play.”

Language function
PERSUADING

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

Yrs 1–2
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)

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 achievement objectives.

English texts

Texts that encourage or persuade or give opinions and reasons about choices, e.g., *Keep Trying* (RTR, Yellow), *Purr-fect!* (RTR, Yellow), *The School Band* (RTR, Blue), *The Safe Place* (RTR, Green), *Mum's Octopus* (RTR, Orange)

Some cross-curricular links

Maths and Statistics: use data to support a solution or statement

The Arts: give opinions, with reasons, about a creative product or performance; sing songs about likes or dislikes, e.g., "School Is Number One", "Christmas on the Beach", and "Fish and Chips" (*Kiwi Kidsongs Collection*)

Health and PE: discuss needs and wants in terms of food choices, e.g., in *Healthy People Eat Healthy Food* (CIA, years 1–3)

Social Studies: discuss the role of advertisements in the media

Technology: justify a plan to produce an outcome

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., listens to ideas and nods or shakes head.
4. Understands that intonation, volume, or stress is used with different effects in different situations.

Speaking (productive indicators)

1. Questions speaker about reasons for opinion, e.g., "Why you like that?"
2. Gives simple reasons for own opinions and shares ideas about familiar topics.
3. Clarifies and emphasises point of view by rephrasing or repeating information, e.g., "That bad. That not good."
4. Gives some relevant detail when elaborating or exemplifying, e.g., "She kind. Give food."

Language learning activities

Explicit instructions – Teacher supplies target language:

1. "Think aloud", modelling correct language use, to demonstrate making a real-life choice, giving reasons for choices, perhaps about food, games, or friends, e.g., "I like playing soccer with Abi because he gives other players a chance to kick."
2. Present songs about likes or dislikes, e.g., "School Is Number One", "Christmas on the Beach".
3. Present a series of statements or questions supported by real objects or pictures, e.g., "I like bananas", have students hold up *yes/no* cards, record their responses, then summarise students' likes and dislikes.

Guided practice – Students practise target language:

1. In pairs, students state and justify an opinion of some aspect of a picture or a part of a video, e.g., "That cat clever. Cat trick bird."
2. In groups, students match baby photos to current photos of students in class and state why, e.g., "Baby got curly hair like Arash."
3. In groups, students decide which style of hat provides most shade after comparing shaded and exposed areas for each.

Independent language use – Students use target language:

1. Students present a "show and tell" item, giving a reason for their choice.
2. Students take a turn at suggesting a song or story, stating the reason for their choice.

The background features several decorative green swirls of varying sizes and orientations, creating a dynamic and organic feel. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick, horizontal green band also curves across the middle left side.

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

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

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 1–2

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	attempts to infer meanings conveyed verbally and non-verbally	negotiates simple interactions verbally and non-verbally		
<i>Stage 1</i>	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges		
<i>Stage 2</i>	follows the gist of unpredictable social and learning transactions	manages participation in social and learning transactions		
<i>Stage 3</i>	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 1–2
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 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 first-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.
7. Signals comprehension even when not understanding spoken language.

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, Sione.”
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 and follow as the teacher or teacher aide models appropriate grammatical and intonation patterns.
3. Students respond to people’s tone of voice used in school situations.
4. In groups, students negotiate to trade information or cards when playing a card game such as Fish or Animal, Mineral, Vegetable.

Independent language use – Students use target language:

1. Students participate in daily routines.
2. Students respond with appropriate movements to action songs, chants, or poems.
3. Students respond non-verbally to questions and directions that require a response, e.g., “Who likes the song?” “Stand up if you have a red shirt.” “Who can point to the word that tells them?”

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. Relies on other speaker to scaffold conversation.
6. Feigns comprehension to interact with peers.
7. 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 "Good morning, Mr Ropata."
2. Introduce routine chants, e.g., the days of the week, numbers 1 to 20.
3. Demonstrate rote counting, e.g., of objects or students, touching each as counted.
4. 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 activity, e.g., a 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 1–2
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 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, such as 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*), ...”.
4. Provide a variety of experiences that involve students in listening to different kinds of spoken texts, e.g., poems, procedures, narratives, reports.
5. As students listen, you read a book that allows you to demonstrate how stress, intonation, and volume are used in different situations.

Guided practice – Students practise target language:

1. In groups, students use pictures to order information for a short, spoken text.
2. 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.
3. In groups, students take part in active team games.

Independent language use – Students use target language:

1. Students sequence pictures in response to a short, spoken text (literary, social, or factual).
2. Students respond non-verbally, using individual cards, to *true/false* statements that relate to a class topic.
3. 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.

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. Groups of students use a learned response in unison when the teacher asks questions about actions in pictures, e.g., the teacher says, "What is the boy doing?", and students respond together, "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 describe events in photos or other pictures, using simple vocabulary, e.g., "We played with playdough." "This animal is eating."

REFERENCES AND RESOURCES

Ministry of Education (1996). *Exploring Language: A Handbook for Teachers*. Wellington: Learning Media.

Ministry of Education (2003). *Effective Literacy Practice in Years 1 to 4*. Wellington: Learning Media.

Ministry of Education (2003). *English Language Intensive Programme Years 7–13 Resource* (ELIP). Auckland: Ministry of Education.

Ministry of Education (2003). *Sound Sense: Phonics and Phonemic Awareness* (Ready to Read Teacher Support Material). Wellington: Learning Media.

Ministry of Education (2005). *ESOL Progress Assessment Guidelines*. Wellington: Learning Media.

Ministry of Education (2007). *ESOL Resources for Schools, Teachers, and School Communities*. Wellington: Learning Media.

Ministry of Education (2007). *Literacy Learning Progressions* (draft). Wellington: Learning Media.

Ministry of Education (2007). *The New Zealand Curriculum*. Wellington: Learning Media.

Ministry of Education (2008). *English Language Intensive Programme Primary Resource*. Auckland: Ministry of Education.

Ministry of Education (2008). *The English Language Learning Progressions* (ELLP). Wellington: Learning Media.

Ministry of Education (2008). *Enriching the Number Framework with Beginning School Mathematics* (BSM). Wellington: Ministry of Education.

Ministry of Education (2008). *Oral Language Exemplars for the English Language Learning Progressions* (DVD). Wellington: Ministry of Education.

Ministry of Education (2008). *Sounds and Words* (at <http://soundsandwords.tki.org.nz>)

Ministry of Education texts for teachers with examples of language functions

(All published in Wellington for the Ministry of Education by Learning Media)

Building Science Concepts series

Flowers, Fruits, and Seeds: Plants and Their Reproductive Parts. Book 25, levels 1–2 (2002).

Fresh Food: How Food Keeps and Loses Its Freshness. Book 23, levels 1–2 (2002).

The Curriculum in Action series

Change, Loss, and Grief: Mental Health: Years 1–8 (2000).

Healthy People Eat Healthy Food: Food and Nutrition: Years 1–3 (1999).

Kotahitanga: Getting on Together: Social Relationships: Years 1–3 (2000).

Moving in Context: Physical Activity: Years 1–6 (2003).

Into Music books

Into Music 1: Classroom Music in Years 1–3 (2001).

Kiwi Kidsongs and related resources

Kiwi Kids Dance: Using Kiwi Kidsongs for Dance (2005).

Kiwi Kidsongs Collection: Twenty-two Favourite Songs from Kiwi Kidsongs 1–8 (2000).

Māori Visual Culture in Visual Arts Education books and posters

He Papahuia Toi Māori: Māori Visual Culture in Visual Arts Education: Years 1–6 (2007).

Ministry of Education texts for students with examples of language functions

(All published in Wellington for the Ministry of Education by Learning Media)

Ready to Read books

Bagnall, Alan (2000). *Shimbir* (RTR, Orange).

Bagnall, Alan and Jill (2001). *Let's See, Ling Lee* (RTR, Blue).

Beveridge, Barbara (1996). *Shush!* (RTR, Red).

Beveridge, Barbara (1997). *Don't Throw That Out!* (RTR, Yellow).

Beveridge, Barbara (1997). *Keep in Touch* (RTR, Orange).

Beveridge, Barbara (1998). *Don't Forget Grandma* (RTR, Blue).

Bishop, Nic (1995). *Ready, Steady, Jump!* (RTR, Yellow).

Buxton, Jane (1994). *Hay for Ambrosia* (RTR, Green).

Buxton, Jane (2001). *Keep Trying* (RTR, Yellow).

Cowley, Joy (1983). *Greedy Cat* (RTR, Yellow/Blue).

Cowley, Joy (1983). *Old Tuatara* (RTR, Red).

Cowley, Joy (1983). *Our Teacher, Miss Pool* (RTR, Magenta).

Cowley, Joy (1994). *The Shag Goes Fishing* (RTR, Blue).

Cowley, Joy (1994). *The Water Boatman* (RTR, Blue).

Ellis, Julie (2001). *Locked Out* (RTR, Yellow).

Ellis, Julie (2002). *My Worm House* (RTR, Red).

Garner, Tracy (2002). *Gumboots* (RTR, Yellow).

Haua, Shane (2006). *My Dad* (RTR, Yellow).

Holt, Sharon (2003). *Skipper's Happy Tail* (RTR, Blue).

Holt, Sharon (2004). *Inside the Maize Maze* (RTR, Turquoise).

Long, Don (1999). *Mum's Octopus* (RTR, Orange).

Marriott, Janice (2006). *Bikes* (RTR, Turquoise).

Martin, Craig (1982, 1993). *My Bike* (RTR, Red).

Meharry, Dot (1999). *Car Shopping* (RTR, Red).

Meharry, Dot (2000). *My Best Bear* (RTR, Magenta).

Meharry, Dot (2004). *Purr-fect!* (RTR, Yellow).

Meharry, Dot (2004). *The Way It Was* (RTR, Green).

Meharry, Dot (2005). *The School Band* (RTR, Blue).

Mooar, Sue (1992). *The Safe Place* (RTR, Green).

Nelisi, Lino (2006). *Lāvalava* (RTR, Red).

Noonan, Diana (1997). *Hedgehog Fun* (RTR, Blue).

Peta, Lee and Errol (2006). *Off I Go!* (RTR, Magenta).

Puharich, Trish (1999). *At the End of the Day* (RTR, Turquoise).

Quinn, Pat (1993). *Bumble Bee* (RTR, Red).

Quinn, Pat and Gaynor, Bill (1995). *Wind Power* (RTR, Orange).

Raymond, Judy, and Room Ten, Maungawhau School (1998). *Butterfly Day* (RTR, Turquoise).

Rego, Marion (1992). *At the Marae* (RTR, Turquoise).

Schroder, Margaret (1997). *Simon Says* (RTR, Red).

Sutton, Sally (2005). *My Sister* (RTR, Blue; story also available in the Tupu series in five Pasifika languages).

Tainui, Bronwyn (2005). *I Want to be the Fox* (RTR, Green).

Tu'akoi, Feana (2001). *Let's Go* (RTR, Magenta).

Werry, Philippa (1999). "Mmm, Popcorn!" in *Pop! Pop! Pop!* (RTR, Orange).

Other Ready to Read resources

Cowley, Joy (1996). *Bedtime Cat*. (poem cards)

Ministry of Education (1996). *One, Two, Three, Four, Five*. (poem cards)

Readalong 2007. Ready to Read Series. (CD)