Topic name:

Student Year level/EAL Stage/s:

Learning area/s:

AusVELS content link:

Class description:

Main genre focus:

Specific EAL learning needs to be covered in this unit:

Collaboration with other teachers:

Years: 1 & 2 Level 1/2 EAL Stages A2	Unit name:					Time allocation:

Topic focus

Learning area / content objectives / cultural understandings		Main text focus						
		Text-type and mode	Listened to	Spoken	Read	Written	Viewed	Produced
		Narrative						
		Recount						
		Procedure						

Topic specific vocabulary	Linguistic structure focus	Report						
		Explanation						
		Discussion						
		Argument/ exposition						
		Other:						

Assessment types used

		Linguistic features focus	Functions		

Teacher led
- Informal observation
- Planned observation
- Questioning/discussion
- Focused analysis of student work

Self and peer
- Self-reflection
- Peer discussion
- Peer observation
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EAL focus

Functions

Classroom learning	Getting things done	Maintaining communication Expressing:
• arguing • classifying • establishing limits • evaluating • hypothesising • identifying • judging • offering • persuading	• comparing • clarifying • describing • explaining • instructing • inquiring • justifying • questioning • reporting	• apology • appreciation • approval • certainty • concern • frustration • indifference • intention

Resources		planning predicting requesting sequencing warning	suggesting	needs/wants preferences probability regret

Level 2/Stage A2: Ideas for activities

These activity suggestions are linked to the aspects of language in the *EAL Developmental Continuum* at Stage A2. The shaded activities types are included in this unit.

Speaking and listening	*Reading*	*Writing*
Text/Communication To develop competence and confidence in using language in a broad range of contexts: • participate in small-group and class discussions • report back to the class about activities • describe real or imagined events • participate in drama, role-play, retelling stories or sequencing, e.g. using pictures.	**Text/Communication** To read, view and explore a wide range of texts, constructing and retelling meanings: • read and respond to known and predictable texts, e.g. follow simple written instructions, read stories, media texts • retell a story or ideas from a factual text or sequence parts of a text • express viewpoints and opinions about texts • talk about authors and the process of writing for others.	**Text/Communication** To experience a range of text-types and to write a range of imaginative, fictional and factual texts: • participate in collaborative writing sessions • write letters, notes and lists for own purposes • write simple directions, or instructions for a known procedure • write recounts, narratives and explanations that involve some relevant ideas in sequence.
Contextual understanding To develop an awareness of the way context influences how we speak: • talk about what makes a good listener or a good speaker • observe and talk about the way people talk differently in different situations, e.g. the effect of non-verbal language, formality or informality • use non-verbal language in drama and role-play to convey meaning.	**Contextual understanding** To recognise that texts have different characteristics according to the purpose for which they were written and to appreciate that people can have different interpretations of the same text: • identify examples of factual and fictional texts • innovate on a text, to change the style or to make it suitable for a different audience • discuss the ways different people are represented in texts.	**Contextual understanding** To develop an awareness of how texts can serve a variety of purposes, including making sense of their own world and influencing others: • write for a variety of purposes, e.g. notes, diary writing, stories, descriptions, to reflect on learning experiences • discuss the purposes for which people write • discuss the purposes of their writing and why they write.
Linguistic structures and features To develop awareness of the basic linguistic structures and organisational features of different types of texts: • participate in chants and role-plays • talk about how varying tone, pace, intonation and stress can affect meaning • talk about the difference between spoken and written texts • discuss the impact and use of idioms and informal expressions.	**Linguistic structures and features** To develop a capacity to recognise and interpret basic linguistic structures and features of texts: • identify and discuss organisational structures of fictional and factual texts in shared book reading • use accurate terminology in using and discussing fictional and factual texts • interpret visual texts such as diagrams and captions.	**Linguistic structures and features** To use a variety of text-types and make explicit comments about their structures: • experiment with different text-types and associated structures and features that have been modelled • talk about how information is ordered in a text, e.g. sequence of information in texts • focus on specific linguistic features, e.g. through completing cloze exercises • talk about the uses of basic punctuation in writing.

Strategies	**Strategies**	**Strategies**
To develop a range of strategies needed for effective speaking and listening: • plan and present simple spoken texts that report and describe • listen for specific information or to get the gist, e.g. video • ask questions of a speaker to expand ideas or check understanding • take on different roles in group activities, e.g. ask questions, clarify, report back.	To work in a wide range of contexts and develop a repertoire of skills for interpreting and constructing meaning from print and non-print texts: • predict meanings using semantic, syntactic and graphophonic cues • practise strategies for gathering, selecting information from print and non-print texts • skim and scan a text • use the library as a resource.	To experience a wide range of writing contexts and to have the opportunity to plan and review own and shared writing: • plan shared writing and own writing • correct some aspects of own and shared writing, spelling, grammatical features • use a variety of resources to spell new words • use systematic learning strategies to learn new words • practice handwriting.

Teaching and learning activities	Linguistic focus	Assessment for learning ideas

Unit evaluation: Unit name: **Date:**

General evaluation Were the students interested in the topic? Did planned activities need to be modified? Why? Which teaching strategies were particularly successful?	
Content learning goals Were the topic goals achieved? Did the topic lead to worthwhile learning?	
English language learning goals Were general English language learning needs highlighted by the unit? Was there a balance between written and spoken texts?	
EAL considerations How successfully did the unit involve the EAL students? Which English language needs were identified as a priority for future units?	
Ideas for further units/activities What language focuses need to be targeted again in future units? What further topics will complement this unit?	
Assessment for learning strategies Did the chosen assessment strategies ensure students achieved the unit learning goals? Did the assessment feed into planning and teaching? Were students involved in the assessment process? Were the success criteria for the focused analysis assessment tasks clear and student friendly? Were students able to use criteria to provide feedback to their peers? Were students able to use feedback from assessment to improve their learning?	