STAGE 1

OBJECTIVE A

SPEAKING AND LISTENING 1

OUTCOME

A student:

› communicate with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

EN1-1A

CONTENT

Students:

Develop and apply contextual knowledge

• understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)

• listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

• understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

Understand and apply knowledge of language forms and features

• understand that there are different ways of asking for information, making offers and giving commands (ACELA1448)

• use turn-taking, questioning and other behaviours related to class discussions

• identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)

• explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

Respond to and compose texts

• communicate with increasing confidence in a range of contexts

• engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

• describe in detail familiar places and things

• use role-play and drama to represent familiar events and characters in texts

• use intonation to emphasise the need to seek further clarification of a question

• formulate open and closed questions appropriate to the context

• use a comment or a question to expand on an idea in a discussion

• use some persuasive language to express a point of view
• use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789)

• demonstrate attentive listening across a range of school contexts, e.g. assemblies, welcome to and acknowledgement of country, and school performances

• contribute appropriately to class discussions

• carry out complex instructions involving more than one step

### ESL scales links to the English syllabus

The level on the ESL scales needed to achieve this English syllabus outcome is **Oral Interaction level 5**.

An EAL student at this stage of schooling may be assessed at a range of levels on the ESL scales **Oral Interaction strand from level 1 to level 5**. Teachers plan a learning pathway for EAL students using the ESL scales outcomes and pointers. Teachers assess EAL students’ current level of English on the ESL scales then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication ESL scales** strand organiser. See ESL scales outcomes 1.1, 2.1, 3.1, 4.1, 5.1.

### National Literacy Learning Progression links to this English outcome

When working towards achieving the outcome EN1-1A the sub-elements (and levels) of **Listening** (LiS4–LiS5), **Interacting** (InT3–InT5), **Speaking** (SpK3), **Understanding texts** (UnT3–UnT5) and **Creating texts** (CrT4) describe observable behaviours that can assist teachers in making evidence-based decisions about student development and future learning.

The progression sub-elements and indicators can be viewed by accessing the [National Literacy Learning Progression](#).