



Yew Chung International School 2017

English as an Additional Language
Curriculum

Guiding Statements

Purpose and Rationale

The purpose of studying English at YCIS is for students to gain a high level of language proficiency and the essential skills to access and negotiate the ever-growing body of knowledge that the world has to offer. Fluency in English language allows students to communicate effectively, empathise and interact with people and ideas in a dynamic global society.

Students at YCIS develop critical thinking skills and become active participants and contributors to positive change. They acquire an internal desire to use the tools of language effectively, ethically and with integrity. Their appreciation and love of English language and literature from around the world strengthens understandings and bonds between peoples and cultures.

The purpose of the YCIS English as an Additional Language (EAL) Programme is to provide the explicit teaching of foundational English language skills in order to afford students access to the broader YCIS curriculum.

Belief Statements

We believe students learn English as an Additional Language best when they...

- Feel safe and secure in an effective, supportive and nurturing language-learning environment
- Continue to develop their mother tongue
- Understand that language gives them effective access to the wider curriculum and enables them to be confident and competent communicators
- Are given opportunities to engage socially in the English language
- Are given the tools and strategies needed to explore language and language use
- Receive support for specific language developmental needs
- Understand that language is a valued, dynamic, constantly evolving, responsive to context, life enhancing skill
- Are offered differentiated opportunities based on their learning styles, preferences, individual maturation, and cultural and linguistic heritage to internalise and demonstrate their learning
- Perceive their learning experiences as relevant, age-appropriate and applicable both in the classroom setting and the wider world
- Are intrinsically motivated and engaged in learning opportunities, and are continually challenged and empowered through learning experiences

Overarching Learning Expectations

Upon graduating from YCIS, students will be equipped to:

- Comprehend and use language accurately and creatively
- Articulate thoughts, ideas, and opinions to meaningfully interact with the world and fully participate as responsible members of a global society
- Apply the structural and functional aspects of language to communicate fluently in English in a variety of familiar and unfamiliar real-world contexts
- Analyse language in order to infer and deduce shades of meaning
- Use technology to enhance the effectiveness of communication and access meaning
- Comprehend and interpret a variety of text types for explicit and implicit meanings
- Evaluate written and spoken language critically
- Apply language to positively influence and contribute to the world as global citizens
- Engage with language and literature to continue to develop culturally, emotionally, socially, and spiritually in a global context

The YCIS English as an Additional Language Programme equips students to:

- Access the curriculum and demonstrate understanding in English
- Communicate competently and confidently in both social and academic contexts
- Apply language-learning strategies to independently develop language skills both inside and outside the school

English as an Additional Language Curriculum

Curriculum Overview

Lower Primary

Domain 1 Listening and Speaking

PowerSchool Reference	Strand A	Proficiency Level I: LPEALLSPLI	Strand B	Proficiency Level II: LPEALLSPLII	Strand C	Proficiency Level III: LPEALLSPLIII
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Domain 2 Language and Phonics

PowerSchool Reference	Strand A	Proficiency Level I: LPEALLPPLI	Strand B	Proficiency Level II: LPEALLPPLII	Strand C	Proficiency Level III: LPEALLPPLIII
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Domain 3 Reading

PowerSchool Reference	Strand A	Proficiency Level I: LPEALRPLI	Strand B	Proficiency Level II: LPEALRPLII	Strand C	Proficiency Level III: LPEALRPLIII
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Domain 4 Writing

PowerSchool Reference	Strand A	Proficiency Level I: LPEALWPLI	Strand B	Proficiency Level II: LPEALWPLII	Strand C	Proficiency Level III: LPEALWPLIII
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Domain 5 Orientation

PowerSchool Reference	Strand A	Proficiency Level I: LPEALOPLI	Strand B	Proficiency Level II: LPEALOPPLII	Strand C	Proficiency Level III: LPEALOPPLIII
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Upper Primary

Domain 1 Listening and Speaking

PowerSchool Reference	Strand A	Proficiency Level I: UPEALLSPLI	Strand B	Proficiency Level II: UPEALLSPLII	Strand C	Proficiency Level III: UPEALLSPLIII
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Domain 2 Language and Phonics

PowerSchool Reference	Strand A	Proficiency Level I: UPEALLPPLI	Strand B	Proficiency Level II: UPEALLPPLII	Strand C	Proficiency Level III: UPEALLPPLIII
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Domain 3 Reading

PowerSchool Reference	Strand A	Proficiency Level I: UPEALRPLI	Strand B	Proficiency Level II: UPEALRPLII	Strand C	Proficiency Level III: UPEALRPLIII
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Domain 4 Writing

PowerSchool Reference	Strand A	Proficiency Level I: UPEALWPLI	Strand B	Proficiency Level II: UPEALWPLII	Strand C	Proficiency Level III: UPEALWPLIII
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Domain 5 Orientation

PowerSchool Reference	Strand A	Proficiency Level I: UPEALOPLI	Strand B	Proficiency Level II: UPEALOPPLII	Strand C	Proficiency Level III: UPEALOPPLIII
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Lower Secondary

Domain 1 Listening and Speaking

PowerSchool Reference	Strand A	Proficiency Level I: LSEALLSPLI	Strand B	Proficiency Level II: LSEALLSPLII	Strand C	Proficiency Level III: LSEALLSPLIII
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Domain 2 Language and Phonics

PowerSchool Reference	Strand A	Proficiency Level I: LSEALLPPLI	Strand B	Proficiency Level II: LSEALLPPLII	Strand C	Proficiency Level III: LSEALLPPLIII
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Domain 3 Reading


PowerSchool Reference	Strand A	Proficiency Level I: LSEALRPLI	Strand B	Proficiency Level II: LSEALRPLII	Strand C	Proficiency Level III: LSEALRPLIII
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Domain 4 Writing

PowerSchool Reference	Strand A	Proficiency Level I: LSEALWPLI	Strand B	Proficiency Level II: LSEALWPLII	Strand C	Proficiency Level III: LSEALWPLIII
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Domain 5 Orientation

PowerSchool Reference	Strand A	Proficiency Level I: LSEALOPLI	Strand B	Proficiency Level II: LSEALOPPLII	Strand C	Proficiency Level III: LSEALOPPLIII
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 In the Lower Secondary in the Reading Domain Strand C – Proficiency Level III becomes:

Strand Ca	Reading Comprehension
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 In the Lower Secondary in the Writing Domain Strand C – Proficiency Level III splits into the following:

Strand	Ca	Proficiency Level III Organisation and Production Strand
	Cb	Proficiency Level III Knowledge and Understanding

Background

Students new to YCIS schools who speak a language other than English at home often arrive with a limited understanding of English. These students are usually proficient users of their own language but require assistance to learn English, the language of instruction in YCIS schools. English as an additional language (EAL) instruction is designed to provide such assistance.

EAL students are often unable to demonstrate their true competence in other subjects because they lack the necessary language skills to understand lessons or produce written or oral work. They need to be given time to develop their skills in English before their achievement can be assessed according to the criteria used for other students. The role of the school is to assist such students in acquiring the English language skills they need to fully participate in learning activities with their peers, and to meet the expectations of the YCIS curriculum.

Because language proficiency affects student achievement in all subjects, teachers are expected to incorporate appropriate EAL approaches and strategies in all areas of the curriculum. Most EAL students, from early to advanced stages of English-language acquisition, work in a regular classroom for most of the day with the support of the classroom teacher and an EAL teacher. Beginner EAL students may also receive in-class support from an EAL teacher. At the Primary level, EAL instruction is a support or intervention programme rather than a separate curricular subject.

Who are EAL Students?

EAL students are those whose first language or dialect is a language other than English, and who require additional support to assist them to develop proficiency in English. EAL students typically arrive in our schools from very diverse educational backgrounds.

EAL students may have:

- Educational experiences equivalent to their peers
- Limited or no previous educational experiences
- Excellent literacy skills in their first language and/or in another language
- Little or no literacy experience in their first language and any other language
- Exposure to learning English as a foreign language, but with little or no spoken English
- Good academic language skills, but with little or no awareness of the social registers of English

Prior Language Development

EAL students often have the ability to speak one or more languages, other than English, quite fluently. Such prior learning of any language may provide EAL students with support when learning an additional language for, along with life experiences and diverse cultural knowledge, they are able to access prior language learning resources upon which to build their current English language, literacy and educational development.

Placement of EAL Students

EAL students are most often placed in the year level appropriate for their age. However, it is important to realise that the English proficiency of new EAL students will most likely not be commensurate with their level of cognitive development, prior knowledge, and life experiences. For example, a student entering Year 8 at an early stage of English language development may already have learned the Mathematics content in a previous school, but may not have sufficient English proficiency to understand the teacher's explanations and/or may not be able to demonstrate previously acquired knowledge and skills.

School-wide Support for EAL Students

In YCIS schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to learning domains, and these are best taught in the context in which they are used. Therefore, both classroom teachers and EAL teachers share responsibility for the language development of EAL students. Students will require varying lengths of time and levels of support in the EAL programme to acquire the English language skills necessary to fully access the curriculum.

The particular challenge for EAL students is that they need to concurrently learn English, learn through English, and learn about English. Research indicates that students acquire language most readily when they are fully involved in all learning activities in the classroom. Therefore, to facilitate successful language learning, classroom and EAL teachers ensure that:

- Language is used in a natural way, in real and practical contexts
- Classroom activities regularly provide opportunities for listening and speaking
- Learning activities integrate the skills of listening, speaking, reading, and writing
- Opportunities for acquiring new vocabulary are always available and are related to curriculum areas
- Opportunities for interesting conversation with English-speaking peers are available on a regular basis
- Mistakes are accepted as a part of learning
- The purpose of various oral communication, reading, and writing tasks is clear to the learner
- Students are given time to process the new language and are not pressured to speak until they are ready

Assessment

Because language learning is developmental and involves experiment and approximation, the educational strengths and needs of EAL students can be identified most effectively through the use of a variety of assessment tools. Teachers provide students with a wide range of opportunities to demonstrate what they know and can do. Teachers can base assessments on tests and anecdotal records, on the results of student work (such as written and oral tasks covering a range of genres and text types; portfolios, multimedia reports, presentations and projects), and on observations of students during a variety of classroom-based instructional activities.

The assessment of EAL students shall:

- Focus on improving student learning
- Link directly to curriculum expectations (as adapted for each student's stage of EAL development)
- Recognise linguistic and academic progress while taking into account realistic and varying rates of second-language learning
- Incorporate student self-assessment
- Actively involve students and parents

To determine if assessment procedures for EAL students are appropriate, teachers shall consider the following questions:

- Do assessments reflect appropriate programme adaptations?
- Are assessments based on clear statements of expectations?
- Do assessments take into account a student's developing understanding of English?
- Do assessments take into account the cultural and linguistic background of the student?
- Do assessments allow for the use of the student's first language as appropriate?
- Do assessments include clear guidelines for programme monitoring?

Evaluation

EAL students who do not meet age-related benchmarks when assessed against learning standards and achievement criteria are not necessarily 'underperforming', but rather are achieving levels commensurate with their stage of English language development. Teachers will need to adjust assessment strategies and expectations according to the length of time students have been in the school, the amount of cultural adjustment required, and previous educational and social experiences. To afford students equitable opportunities to demonstrate their understanding of subject area content, assessment tasks may need to be adapted or modified to cater for their level of English proficiency.

For example, allowing a Level I EAL student to demonstrate understanding of a scientific concept through a diagram, or comprehension of a narrative in English through illustrations. Evaluation and progression procedures need to be clear and purposeful, and shall distinguish between the needs of EAL students and programme content standards and criteria.

Reporting to Parents

Teachers shall communicate with parents about their child's progress throughout the year. In addition to progress and semester reports, teachers can use parent/teacher interviews and conferences to discuss samples of student work, in addition to email messages, phone calls, and informal reports that keep parents informed about their child's learning. Where possible, it is helpful to use the services of an interpreter to ensure that all information is conveyed clearly and understood completely, and to enable parents to ask questions.

Transition from Primary to Secondary School

Many students transitioning from Primary to Secondary are still learning English, even though they may no longer be receiving EAL support. But in order to cope with the linguistic demands of the secondary programme, students may still require EAL support to afford successful learning. It will likely be necessary to reassess the English proficiency and EAL needs of students as they enter Year 7, and it may be appropriate to enroll specified in an EAL course in place of Year 7 English. Communication between Primary and Secondary schools about the academic achievement of Year 7 students is an essential first step in planning an appropriate secondary course of study.

Secondary students who are in the beginner EAL course may be placed in a language adapted programme of study (e.g. Science EAL, Humanities EAL) until such time as they are able to access the regular curriculum successfully, thus affording modifications to the curriculum and assessments as necessary.

Adopted from the Ontario Curriculum: English as a Second Language, 2007 with contributions from the Australian Curriculum, Assessment and Reporting Authority (ACAR) materials: English as an Additional Language or Dialect Teacher Resource, EAL/D overview and advice, 2014

Lower Primary

Domain 1: Speaking and Listening

Strand A: Proficiency Level I

- LPEALSPLI1 Use short, patterned questions to seek information
- LPEALSPLI2 Share personal information
- LPEALSPLI3 Express basic needs and answer specific questions using single words or short phrases
- LPEALSPLI4 Identify familiar names, objects, and actions
- LPEALSPLI5 Speak with sufficient clarity for teacher comprehension
- LPEALSPLI6 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- LPEALSPLI7 Imitate English stress and intonation patterns
- LPEALSPLI8 Follow simple directions with support from visual cues
- LPEALSPLI9 Respond to clear, short, simple questions
- LPEALSPLI10 Provide brief responses to short and simple stories, songs, poems and multimedia texts from around the world
- LPEALSPLI11 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LPEALSPLI12 Respond to and use gestures, courtesies, and tones of voice; follow classroom routines respectfully
- LPEALSPLI13 Participate in short, prepared role-plays and dialogues

Strand B: Proficiency Level II

- LPEALSPLII1 Ask simple questions
- LPEALSPLII2 Participate in social discussions, and use short phrases and sentences in academic discussions
- LPEALSPLII3 Recount familiar events, stories, and key information; communicate simple observations
- LPEALSPLII4 Give simple directions or instructions
- LPEALSPLII5 Express personal opinions and emotions
- LPEALSPLII6 Speak with sufficient clarity and accuracy in a familiar setting using common tenses, adjectives, adverbs, prepositions of direction and time
- LPEALSPLII7 Understand key vocabulary and concepts related to specific subjects or themes
- LPEALSPLII8 Request clarification when necessary
- LPEALSPLII9 Understand and respond to direct questions, single step instructions, courtesies, and humour
- LPEALSPLII10 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- LPEALSPLII11 Identify main ideas in visually supported oral presentations containing familiar vocabulary
- LPEALSPLII12 Engage for limited periods of time
- LPEALSPLII13 Participate in conversations on familiar topics
- LPEALSPLII14 Initiate and maintain face-to-face conversations
- LPEALSPLII15 Take part in presenting to an audience with support and modelling

Strand C: Proficiency Level III

- LPEALSPLIII1 Speak with clear pronunciation and enunciation; self-correct simple errors
- LPEALSPLIII2 Use voice to indicate emphasis through pacing, volume, intonation, and stress
- LPEALSPLIII3 Respond appropriately to body language, non-verbal signals, tone of voice, pauses, stress, and intonation
- LPEALSPLIII4 Identify key information in most contexts with the aid of repetition
- LPEALSPLIII5 Follow a series of instructions
- LPEALSPLIII6 Initiate and maintain extended conversations and respond appropriately
- LPEALSPLIII7 Participate in discussions based on classroom themes and make short, effective oral presentations in an academic context

Domain 2: Language and Phonics

Strand A: Proficiency Level I

- LPEALLPPLI1 Develop and apply basic phonemic awareness
- LPEALLPPLI2 Demonstrate basic phonemic awareness to segment words
- LPEALLPPLI3 Give the sound when shown letters of the alphabet
- LPEALLPPLI4 Identify any letter from a display when given a sound
- LPEALLPPLI5 Use basic phonetic and context clues and sight recognition to understand simple texts in pattern books, chart stories, songs, chants, rhymes etc.
- LPEALLPPLI6 Orally blend and read VC, CVC words and non-words consisting of known phonemes
- LPEALLPPLI7 Orally segment and spell VC, CVC and non-words consisting of known phonemes
- LPEALLPPLI8 Apply phonic knowledge in reading
- LPEALLPPLI9 Read a limited number of high frequency words
- LPEALLPPLI10 Demonstrate conventional spelling for common and personally relevant words at appropriate level
- LPEALLPPLI11 Apply phonic knowledge in spelling
- LPEALLPPLI12 Spell a limited number of high frequency words

Strand B: Proficiency Level II

- LPEALLPPLII1 Develop and apply phonemic awareness
- LPEALLPPLII2 Give the sound when shown common digraphs and trigraphs
- LPEALLPPLII3 Identify common digraphs and trigraphs, from a display, when given the sound
- LPEALLPPLII4 Orally blend and read CVC words and non-words consisting of known phonemes
- LPEALLPPLII5 Orally blend and read with reasonable accuracy CVCC and CCVC words and non-words consisting of known phonemes
- LPEALLPPLII6 Apply phoneme-grapheme knowledge as the prime approach to reading unfamiliar words which are decodable
- LPEALLPPLII7 Sight read an increasing number of high frequency words
- LPEALLPPLII8 Demonstrate conventional spelling for common and personally relevant words at appropriate level
- LPEALLPPLII9 Orally segment and spell CVC words and non-words consisting of known phonemes

- LPEALLPPLII10 Spell with reasonable accuracy CVCC and CCVC words and non-words consisting of known phonemes
- LPEALLPPLII11 Spell an increasing number of high frequency words
- LPEALLPPLII12 Demonstrate phonemic awareness and knowledge of sight words to spell common and personally relevant words

Strand C: Proficiency Level III

- LPEALLPPLIII1 Develop and apply phonemic awareness
- LPEALLPPLIII2 Give the sound when shown any grapheme which has been taught
- LPEALLPPLIII3 Identify common graphemes for any given sound
- LPEALLPPLIII4 Orally blend and accurately read CVCC and CCVC words and non-words consisting of known phonemes
- LPEALLPPLIII5 Orally blend and read phonetically decodable polysyllable words
- LPEALLPPLIII6 Apply phoneme-grapheme knowledge, alongside other strategies, for reading unfamiliar words which are not completely decodable
- LPEALLPPLIII7 Sight read a wide range of high frequency words
- LPEALLPPLIII8 Demonstrate conventional spelling for common and personally relevant words at appropriate level
- LPEALLPPLIII9 Spell CVCC and CCVC words and non-words consisting of known phonemes
- LPEALLPPLIII10 Spell phonetically decodable polysyllable words
- LPEALLPPLIII11 Apply phoneme-grapheme knowledge, alongside other strategies, for spelling unfamiliar words which are not completely decodable
- LPEALLPPLIII12 Spell a wide range of high frequency words

Domain 3: Reading

Strand A: Proficiency Level I

- LPEALRPLI1 Participate in shared reading activities, choral reading, and rehearsed reading in a small group
- LPEALRPLI2 Recognise familiar words and repeated phrases in plays, poems, stories, and environmental print from around the world
- LPEALRPLI3 Select appropriate reading materials from around the world
- LPEALRPLI4 Recognise the alphabet and know the direction of English print
- LPEALRPLI5 Read pictures and use picture clues

Strand B: Proficiency Level II

- LPEALRPLII1 Demonstrate correct phrasing and rhythm when reading familiar material aloud
- LPEALRPLII2 Select main ideas in short, familiar passages from a variety of genres
- LPEALRPLII3 Understand familiar vocabulary in appropriate stories, poems, scripts, environmental print, and computer text
- LPEALRPLII4 Use the school library to find personal reading materials for enjoyment and information
- LPEALRPLII5 Use reading strategies to assist with comprehension (predicting, rereading, inferring, phonics, cueing systems, repetition, sight words and word families)

Strand C: Proficiency Level III

- LPEALRPLIII1 Demonstrate correct phrasing and rhythm when reading material aloud
- LPEALRPLIII2 Follow simple written instructions
- LPEALRPLIII3 Read and understand appropriate year level text with minimal assistance
- LPEALRPLIII4 Describe story components of character, plot, and setting
- LPEALRPLIII5 Use appropriate resources that provide visual and contextual support (graphic organisers, class word lists, theme-book collections, environmental print, picture dictionary, table of contents)
- LPEALRPLIII6 Use reading strategies to assist with comprehension (predicting, rereading, inferring, phonics, cueing systems, repetition, sight words and word families)

Domain 4: Writing

Strand A: Proficiency Level I

- LPEALWPLI1 Dictate labels, phrases, and sentences to a scribe
- LPEALWPLI2 Write personally relevant words
- LPEALWPLI3 Express ideas in multiple ways through drawing, writing in first language, and labelling
- LPEALWPLI4 Write personal information (name, address, telephone number)
- LPEALWPLI5 Participate in shared writing activities in small groups
- LPEALWPLI6 Participate in a variety of prewriting activities
- LPEALWPLI7 Complete sentence patterns based on familiar and meaningful context and vocabulary
- LPEALWPLI8 Add words to sentence openers to complete a thought
- LPEALWPLI9 Print the English alphabet in upper- and lower-case letters
- LPEALWPLI10 Copy written information, following left-to-right and top-to-bottom progression

Strand B: Proficiency Level II

- LPEALWPLII1 Compose short, simple statements and questions using basic sentence structures
- LPEALWPLII2 Demonstrate the writing process and structured prewriting activities
- LPEALWPLII3 Demonstrate appropriate formats to write for a variety of purposes (lists, signs, labels, captions, cards, stories, letters, and journals)
- LPEALWPLII4 Apply research material to the writing process (brainstorming, list making, organisational processes)
- LPEALWPLII5 Use capital letters and final punctuation correctly
- LPEALWPLII6 Demonstrate appropriate handwriting skills commensurate with year-level expectations

Strand C: Proficiency Level III

- LPEALWPLIII1 Write short compositions using appropriate verb tenses, prepositions, simple and compound sentences, and descriptions
- LPEALWPLIII2 Demonstrate the use of new vocabulary
- LPEALWPLIII3 Write to record personal experiences and thoughts, narrate a story, and convey information
- LPEALWPLIII4 Write independently in all subject areas
- LPEALWPLIII5 Write collaboratively with peers
- LPEALWPLIII6 Identify and reflect on personal strengths and areas in need of improvement as writers; apply strategies to improve written production
- LPEALWPLIII7 Use the stages of the writing process (pre-writing, producing drafts, and publishing)
- LPEALWPLIII8 Use subject-verb-object sentence construction, capital letters and punctuation correctly
- LPEALWPLIII9 Demonstrate appropriate handwriting skills commensurate with year-level expectations

Domain 5: Orientation

Strand A: Proficiency Level I

- LPEALOPLI1 Find personally relevant locations within the school independently
- LPEALOPLI2 Adapt to a variety of teaching strategies used in the classroom
- LPEALOPLI3 Respond appropriately to social and cultural situations
- LPEALOPLI4 Call classmates and relevant staff by name
- LPEALOPLI5 Demonstrate awareness and respect for cultural diversity and the beliefs and values of others, as well as pride in self and for one's own culture
- LPEALOPLI6 Work with a partner on a common academic task
- LPEALOPLI7 Communicate critical needs to school staff and peers
- LPEALOPLI8 Develop connections with relevant staff and peers in the school
- LPEALOPLI9 Follow key school routines, behaviour expectations, and emergency procedures
- LPEALOPLI10 Use the home language and culture to think, communicate, and process new experiences
- LPEALOPLI11 Demonstrate understanding of and respect for Eastern and Western cultures and traditions

Strand B: Proficiency Level II

- LPEALOPLI11 Ask for assistance and communicate needs
- LPEALOPLI12 Use and develop the home language
- LPEALOPLI13 Understand and follow school routines, behaviour expectations, and emergency procedures
- LPEALOPLI14 Through differentiated instruction, actively participate in regular class lessons and programmes
- LPEALOPLI15 Interact appropriately with peers from diverse linguistic and cultural groups
- LPEALOPLI16 Participate in controlled, directed group work
- LPEALOPLI17 Participate in school activities, field trips, sports, and clubs
- LPEALOPLI18 Respect cultural differences and show pride in self and for one's own culture

LPEALOPLI19 Respond with increasing confidence to a variety of teaching strategies

Strand C: Proficiency Level III

LPEALOPLI11 Continue to use and take pride in the home language

LPEALOPLI12 Understand and follow school routines, behaviour expectations, and emergency procedures

LPEALOPLI13 State basic information about the local community

LPEALOPLI14 Demonstrate increasing initiative in cooperative group activities

LPEALOPLI15 Actively participate in the daily life of the school

LPEALOPLI16 Show new students key locations in the school

LPEALOPLI17 Respond appropriately to different teaching strategies and approaches

Upper Primary

Domain 1: Speaking and Listening

Strand A: Proficiency Level I

- UPEALSPLI1 Use short, patterned questions to seek information
- UPEALSPLI2 Share personal information and experiences
- UPEALSPLI3 Express basic needs related to safety, health, and personal well-being
- UPEALSPLI4 Identify familiar names, objects, and actions
- UPEALSPLI5 Answer specific questions using single words or short phrases
- UPEALSPLI6 Speak with sufficient clarity for teacher comprehension
- UPEALSPLI7 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- UPEALSPLI8 Imitate English stress and intonation patterns
- UPEALSPLI9 Follow simple directions with support from visual cues
- UPEALSPLI10 Respond to short, simple questions
- UPEALSPLI11 Provide brief responses to simple stories, songs, and poems and multimedia texts from around the world
- UPEALSPLI12 Respond to familiar conversational topics using single words, short phrases and patterned sentences
- UPEALSPLI13 Respond to familiar words, names, phrases, tones of voice, and basic classroom instructions
- UPEALSPLI14 Use everyday gestures and courtesies that value all people and cultures to convey meaning
- UPEALSPLI15 Perform simple oral presentations, rehearsed choral responses, and role plays

Strand B: Proficiency Level II

- UPEALSPLII1 Ask questions
- UPEALSPLII2 Recount familiar events, stories, and key information; communicate simple observations
- UPEALSPLII3 Give straightforward directions and instructions
- UPEALSPLII4 Rephrase key ideas from written or oral texts
- UPEALSPLII5 Express opinions, emotions and needs
- UPEALSPLII6 Speak with clarity and accuracy using common tenses, adjectives, adverbs, and prepositions of direction and time
- UPEALSPLII7 Speak with confidence in a familiar setting, exhibiting basic control of stress, timing and rhythm
- UPEALSPLII8 Understand key vocabulary and concepts related to specific subjects or themes
- UPEALSPLII9 Request clarification when necessary
- UPEALSPLII10 Understand and respond to direct questions, single step instructions, courtesies, and humour
- UPEALSPLII11 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- UPEALSPLII12 Understand main ideas in visually supported oral presentations containing familiar vocabulary
- UPEALSPLII13 Engage in class dialogues for increasing periods of time

- UPEALSPLII14 Participate in conversations about familiar topics
- UPEALSPLII15 Participate in social and academic discussions using short phrases and sentences
- UPEALSPLII16 Initiate and maintain face-to-face conversations
- UPEALSPLII17 Take part in presenting to an audience with support and modelling

Strand C: Proficiency Level III

- UPEALSPLIII1 Demonstrate increasing fluency and accuracy when exploring ideas and feelings, and when communicating with others
- UPEALSPLIII2 Use the features of spoken English with increasing accuracy in a range of familiar and unfamiliar contexts
- UPEALSPLIII3 Use language with increasing accuracy to contribute to the community
- UPEALSPLIII4 Adapt language and vocabulary according to purpose, audience, and topic
- UPEALSPLIII5 Use implication, conditionals, and adjective and adverbial phrases
- UPEALSPLIII6 Listen in order to understand and respond appropriately in a range of situations and for different purposes
- UPEALSPLIII7 Use and respond appropriately to a range of verbal and non-verbal cues
- UPEALSPLIII8 Identify main ideas and supporting details in short oral presentations
- UPEALSPLIII9 Take notes from teacher lessons presented orally, using supplied written outlines as a guide
- UPEALSPLIII10 Identify and reflect on strengths and areas in need of improvement as listeners and speakers; apply strategies for improving listening and speaking skills
- UPEALSPLIII11 Experiment with different roles in a range of dramatic activities
- UPEALSPLIII12 Make increasingly accurate contributions when working in groups by shaping meanings through suggestions, comments and questions, and by drawing ideas together

Domain 2: Language and Phonics

Strand A: Proficiency Level I

- UPEALLPPLI1 Develop and apply phonemic awareness
- UPEALLPPLI2 Give the sound when shown letters of the alphabet
- UPEALLPPLI3 Write the letter when given a sound
- UPEALLPPLI4 Orally blend and read VC, CVC words and non-words consisting of known phonemes
- UPEALLPPLI5 Apply phonic knowledge in reading
- UPEALLPPLI6 Read a limited number of high frequency words
- UPEALLPPLI7 Demonstrate conventional spelling for common and personally relevant words at appropriate level
- UPEALLPPLI8 Orally segment and spell VC, CVC and non-words consisting of known phonemes
- UPEALLPPLI9 Apply phonic knowledge in spelling
- UPEALLPPLI10 Spell a limited number of high frequency words

Strand B: Proficiency Level II

- UPEALLPPLII1 Develop and apply phonemic awareness
- UPEALLPPLII2 Give the sound when shown common digraphs and trigraphs
- UPEALLPPLII3 Identify common digraphs and trigraphs when given the sound
- UPEALLPPLII4 Orally blend and read CVC words and non-words consisting of known phonemes
- UPEALLPPLII5 Orally blend and read with reasonable accuracy CVCC and CCVC words and non-words consisting of known phonemes
- UPEALLPPLII6 Apply phoneme-grapheme knowledge as the prime approach to reading unfamiliar words which are decodable
- UPEALLPPLII7 Sight read an increasing number of high frequency words
- UPEALLPPLII8 Demonstrate conventional spelling for common and personally relevant words at appropriate level
- UPEALLPPLII9 Orally segment and spell CVC words and non-words consisting of known phonemes
- UPEALLPPLII10 Spell with reasonable accuracy CVCC and CCVC words and non-words consisting of known phonemes
- UPEALLPPLII11 Apply phoneme-grapheme knowledge as the prime approach to spelling unfamiliar words which are decodable
- UPEALLPPLII12 Spell an increasing number of high frequency words

Strand C: Proficiency Level III

- UPEALLPPLIII1 Develop and apply phonemic awareness
- UPEALLPPLIII2 Give the sound when shown any grapheme which has been taught
- UPEALLPPLIII3 Write common graphemes for any given sound
- UPEALLPPLIII4 Orally blend and accurately read CVCC and CCVC words and non-words consisting of known phonemes
- UPEALLPPLIII5 Orally blend and read phonetically decodable polysyllable words
- UPEALLPPLIII6 Apply phonic knowledge, alongside other strategies, for reading unfamiliar words which are not completely decodable
- UPEALLPPLIII7 Sight read a wide range of high frequency words
- UPEALLPPLIII8 Demonstrate conventional spelling for common and personally relevant words at appropriate level
- UPEALLPPLIII9 Orally segment and spell CVCC and CCVC words and non-words consisting of known phonemes
- UPEALLPPLIII10 Spell phonetically decodable polysyllable words
- UPEALLPPLIII11 Apply phoneme-grapheme knowledge, alongside other strategies, for spelling unfamiliar words which are not completely decodable
- UPEALLPPLIII12 Spell a wide range of high frequency words

Domain 3: Reading

Strand A: Proficiency Level I

- UPEALRPLI1 Recognise the English alphabet in both print and script
- UPEALRPLI2 Recognise frequently used classroom vocabulary
- UPEALRPLI3 Read word to word
- UPEALRPLI4 Demonstrate understanding of English vocabulary in all subject areas
- UPEALRPLI5 Identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
- UPEALRPLI6 Read both fiction and non-fiction texts from around the world
- UPEALRPLI7 Follow brief written instructions
- UPEALRPLI8 Use alphabetical order
- UPEALRPLI9 Read materials from around the world for enjoyment and modified inquiry-based projects
- UPEALRPLI10 Apply sight-recognition, phonetic, predictive, and contextual reading strategies

Strand B: Proficiency Level II

- UPEALRPLII1 Demonstrate basic fluency in oral reading
- UPEALRPLII2 Understand simple phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context
- UPEALRPLII3 Identify main ideas and key information in text
- UPEALRPLII4 Extract information from resources and dictionaries using headings, index, glossary, and graphic organisers
- UPEALRPLII5 Select and read books for a variety of purposes, including personal enjoyment
- UPEALRPLII6 Use a variety of reading strategies to assist with comprehension (predicting, rereading, inferring, phonics, cueing systems, repetition, sight words and word families)
- UPEALRPLII7 Use basic vocabulary acquisition strategies (prefixes and suffixes; context clues, English dictionary)
- UPEALRPLII8 Use English and bilingual dictionaries effectively

Strand C: Proficiency Level III

- UPEALRPLIII1 Demonstrate fluency in oral reading
- UPEALRPLIII2 Summarise basic texts identifying the main idea and basic details
- UPEALRPLIII3 Read and respond to a limited range of text types from around the world
- UPEALRPLIII4 Describe and retrieve information, ideas and details from a range of fiction and non-fiction text types
- UPEALRPLIII5 Deconstruct a limited range of text types to analyse meaning
- UPEALRPLIII6 Engage with appropriate materials from a variety of sources for research purposes
- UPEALRPLIII7 Identify and reflect on personal strengths and areas in need of improvement as readers; apply strategies to improve reading and comprehension
- UPEALRPLIII8 Read on a regular basis for personal enjoyment
- UPEALRPLIII9 Use a range of strategies to infer meaning (skimming, scanning, decoding, context clues, familiar vocabulary and context)

UPEALRPLIII10 Use context clues, punctuation, phonics, familiar vocabulary and word families when reading

UPEALRPLIII11 Use English and bilingual dictionaries effectively

Domain 4: Writing

Strand A: Proficiency Level I

UPEALWPLI1 Copy written information accurately

UPEALWPLI2 Edit spelling of basic and familiar words

UPEALWPLI3 Write simple short, coherent, patterned compositions on personally relevant topics

UPEALWPLI4 Use appropriate notebook formats for each subject area using titles, dates, charts, and graphs

UPEALWPLI5 Apply knowledge of common writing conventions (punctuation, spelling, capitalization)

UPEALWPLI6 Use subject–predicate order, simple verb tenses, adjectives, adverbs, and common prepositions of location and direction

UPEALWPLI7 Produce the English alphabet in legible cursive and printed form, using left-to-right progression and writing on the line

Strand B: Proficiency Level II

UPEALWPLII1 Write appropriate responses to written questions, using short sentences, phrases, and graphic organisers, based on familiar academic content

UPEALWPLII2 Demonstrate use of the writing process, producing a final edited copy that is changed from the first draft

UPEALWPLII3 Apply independently researched material to the writing process

UPEALWPLII4 Use short, simple sentences with basic structures to compose a wider range of simple texts (letters, recounts, narratives, descriptions)

UPEALWPLII5 Use common tenses, spelling, capitalization, and punctuation with relative accuracy

UPEALWPLII6 Demonstrate appropriate handwriting skills commensurate for year-level expectations

Strand C: Proficiency Level III

UPEALWPLIII1 Produce texts appropriate to the task, including narrative, opinion, descriptive, informational, and procedural text types

UPEALWPLIII2 Identify and reproduce the basic stylistic elements of alliteration, simile, metaphor, hyperbole and rhetorical devices; demonstrate understanding of how these communicate meaning

UPEALWPLIII3 Make notes that record basic details on familiar topics

UPEALWPLIII4 Select relevant information to support an argument or point of view in a personal response

UPEALWPLIII5 Draft and revise writing using the stages of the writing process

UPEALWPLIII6 Organise and sequence ideas effectively

UPEALWPLIII7 Identify and reflect on personal strengths and areas in need of improvement as writers; apply strategies to improve written production

UPEALWPLIII8 Use basic vocabulary, sentence structures and paragraphs in the production of a variety of text types

UPEALWPLIII9 Produce prose using appropriate verb tenses; connectors; subject–verb agreement; noun, adjective, and adverbial phrases and clauses; and conventional spelling with increasing accuracy

UPEALWPLIII10 Demonstrate appropriate handwriting skills commensurate for year-level expectations

Domain 5: Orientation

Strand A: Proficiency Level I

- UPEALOPLI1 Find personally relevant locations within the school independently
- UPEALOPLI2 Adapt to a variety of teaching strategies used in the classroom
- UPEALOPLI3 Respond appropriately to social and cultural situations
- UPEALOPLI4 Demonstrate awareness and respect for cultural diversity and the beliefs and values of others, as well as pride in self and for one's own culture
- UPEALOPLI5 Work with a partner on a common academic task
- UPEALOPLI6 Communicate critical needs to school staff and peers
- UPEALOPLI7 Develop connections with relevant staff and peers in the school
- UPEALOPLI8 Follow key school routines, behaviour expectations, and emergency procedures
- UPEALOPLI9 Use the home language and culture to think, communicate, and process new experiences
- UPEALOPLI10 Demonstrate understanding of and respect for Eastern and Western cultures and traditions

Strand B: Proficiency Level II

- UPEALOPLII1 Ask for assistance and communicate needs
- UPEALOPLII2 Continue to use and develop the home language
- UPEALOPLII3 Follow school routines, behaviour expectations, and procedures
- UPEALOPLII4 Express basic information, ideas and opinions about the local and global context
- UPEALOPLII5 Interact with peers from diverse linguistic and cultural groups; respond appropriately in social situations
- UPEALOPLII6 Through differentiated instruction, actively participate in small group work within regular class lessons and programmes
- UPEALOPLII7 Participate in school activities, field trips, sports, and clubs
- UPEALOPLII8 Demonstrate respect for cultural differences; show pride in self and own culture
- UPEALOPLII9 Respond with increasing confidence to a variety of teaching strategies and approaches

Strand C: Proficiency Level III

- UPEALOPLIII1 Clearly communicate needs and seek assistance
- UPEALOPLIII2 Continue to use and take pride in the home language
- UPEALOPLIII3 Explain school routines, behaviour expectations, and procedures to new students, in English or a shared first language
- UPEALOPLIII4 State basic information about the local and global context
- UPEALOPLIII5 Participate in all regular class activities
- UPEALOPLIII6 Demonstrate increasing initiative in group activities
- UPEALOPLIII7 Participate in school and community activities
- UPEALOPLIII8 Demonstrate sensitivity to and appreciation for diverse languages and cultures
- UPEALOPLIII9 Respond appropriately to a variety of teaching strategies and approaches

Lower Secondary

Domain 1: Listening

Strand A: Proficiency Level I

- LSEALLPLI1 Follow simple directions with support from visual cues
- LSEALLPLI2 Respond to short, simple questions
- LSEALLPLI3 Provide brief responses to simple stories, songs, poems and multimedia texts from around the world
- LSEALLPLI4 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LSEALLPLI5 Respond to gestures, courtesies, tones of voice, and basic classroom instructions

Strand B: Proficiency Level II

- LSEALLPLII1 Participate in conversations on familiar topics
- LSEALLPLII2 Understand key vocabulary and concepts related to specific subjects or themes
- LSEALLPLII3 Request clarification when necessary
- LSEALLPLII4 Understand and respond to direct questions, frequently used instructions, courtesies, and humour
- LSEALLPLII5 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- LSEALLPLII6 Understand main ideas in visually supported oral presentations containing academic vocabulary
- LSEALLPLII7 Engage for increasing segments of time

Strand C: Proficiency Level III: Oral Communication

- LSEALLPLIIIC1 Listen, understand and respond appropriately in a variety of situations for a range of purposes
- LSEALLPLIIIC2 Use and respond appropriately to a range of verbal and non-verbal cues
- LSEALLPLIIIC3 Demonstrate increasing fluency and accuracy when exploring ideas, feelings, and when communicating with others
- LSEALLPLIIIC4 Use the features of spoken English with increasing accuracy in a range of familiar and unfamiliar contexts
- LSEALLPLIIIC5 Use language with increasing accuracy to contribute to the community
- LSEALLPLIIIC6 Adapt language and vocabulary according to purpose, audience, and topic
- LSEALLPLIIIC7 Experiment with different roles in a range of dramatic activities
- LSEALLPLIIIC8 Make increasingly accurate contributions when working in groups, shaping meanings through suggestions, comments and questions, and drawing ideas together
- LSEALLPLIIIC9 Use implication, figurative language, passive voice, conditionals, and adjective and adverb phrases
- LSEALLPLIIIC10 Identify main ideas and supporting details in short oral presentations
- LSEALLPLIIIC11 Take notes from teacher lessons presented orally, using supplied written outlines a guide

Domain 2: Language Use and Style

Strand A: Proficiency Level I

- LSEALLUSIPL1 Use short, patterned questions to seek information
- LSEALLUSIPL2 Share personal information and experiences
- LSEALLUSIPL3 Express basic needs related to safety, health, well-being, emotions and wishes
- LSEALLUSIPL4 Identify familiar names, objects, and actions
- LSEALLUSIPL5 Answer specific questions using single words or short phrases
- LSEALLUSIPL6 Express opinions with limited reasoning
- LSEALLUSIPL7 Speak with sufficient clarity for teacher comprehension
- LSEALLUSIPL8 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- LSEALLUSIPL9 Imitate basic English stress and intonation patterns
- LSEALLUSIPL10 Use everyday gestures and courtesies that value all people and cultures to convey meaning
- LSEALLUSIPL11 Perform simple oral presentations, role plays, and dialogues with support and modelling

Strand B: Proficiency Level II

- LSEALLUSPLI1 Ask questions
- LSEALLUSPLI2 Participate in social and academic discussions using phrases and short sentences
- LSEALLUSPLI3 Initiate and maintain face-to-face conversations
- LSEALLUSPLI4 Recount familiar events, stories, and key information; communicate simple observations
- LSEALLUSPLI5 Give straightforward directions and instructions with simple clarification
- LSEALLUSPLI6 Rephrase key ideas from written and oral texts
- LSEALLUSPLI7 Express opinions, emotions, needs and wishes
- LSEALLUSPLI8 Speak with clarity and accuracy using common tenses, adjectives, adverbs, conjunctions, common idioms, and prepositions of direction and time
- LSEALLUSPLI9 Speak with confidence in a familiar setting, exhibiting basic control of stress, timing and rhythm
- LSEALLUSPLI10 Perform oral presentations, role plays, speeches, and informative presentations with support and modelling

Strand C: Proficiency Level III

- LSEALLUSPLIII1 Vary sentence structure to achieve clarity, purpose, and effect
- LSEALLUSPLIII2 Select increasingly precise vocabulary to suit task, purpose and audience
- LSEALLUSPLIII3 Make increasingly accurate, stylistic choices for effect
- LSEALLUSPLIII4 Demonstrate editing, proofreading, and publishing skills
- LSEALLUSPLIII5 Demonstrate strategies to correct errors, refine expression, and present work competently

Domain 3: Reading

Strand A: Proficiency Level I

- LSEALRPLI1 Apply sight-recognition, phonetic, predictive, and contextual reading strategies
- LSEALRPLI2 Recognise frequently used classroom vocabulary
- LSEALRPLI3 Acquire basic relevant English vocabulary in all subject areas
- LSEALRPLI4 Read word by word and in phrases
- LSEALRPLI5 Identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
- LSEALRPLI6 Follow brief written instructions
- LSEALRPLI7 Use learners' and bilingual dictionaries
- LSEALRPLI8 Demonstrate alphabetical order
- LSEALRPLI9 Read a range of text features (title, headings, captions)
- LSEALRPLI10 Read materials from around the world for enjoyment and modified inquiry-based projects

Strand B: Proficiency Level II

- LSEALRPLII1 Use reading strategies to assist with comprehension (previewing, predicting, inferring and rereading)
- LSEALRPLII2 Continue to develop and apply phonemic awareness
- LSEALRPLII3 Use vocabulary acquisition strategies (prefixes and suffixes, context clues, English dictionary and thesaurus)
- LSEALRPLII4 Understand simple phrases, sentences, and instructions in materials with familiar vocabulary and context
- LSEALRPLII5 Identify main ideas and key information in text
- LSEALRPLII6 Extract information from textbooks, resources, and dictionaries using headings, margin notes, index, glossary and graphic organisers
- LSEALRPLII7 Demonstrate fluency in oral reading
- LSEALRPLII8 Select and read texts from different cultural backgrounds and for a variety of purposes, including personal enjoyment and modified inquiry-based projects

Strand C: Proficiency Level III: Reading Comprehension

- LSEALRCPLIII1 Predict, summarise and make judgments about a limited range of text types from around the world
- LSEALRCPLIII2 Read and respond to a limited range of text types from around the world demonstrating an awareness of language conventions
- LSEALRCPLIII3 Demonstrate fluency in oral reading
- LSEALRCPLIII4 Use a range of strategies to infer meaning (skimming and scanning, decoding, context clues)
- LSEALRCPLIII5 Read and interpret visually supported text at an appropriate level
- LSEALRCPLIII6 Use context and punctuation clues, phonics, recognition of familiar vocabulary, and word families when reading
- LSEALRCPLIII7 Use English and bilingual dictionaries without support
- LSEALRCPLIII8 Describe and retrieve basic information, ideas, and details from a range of fiction and non-fiction text types
- LSEALRCPLIII9 Deconstruct a limited range of text types to analyse meaning

- LSEALRCPLIII10 Locate and evaluate library materials for research purposes
- LSEALRCPLIII11 Reflect on and identify personal strengths and areas in need improvement as readers; apply strategies to improve reading and comprehension
- LSEALRCPLIII12 Read on a regular basis for personal enjoyment

Domain 4: Writing

Strand A: Proficiency Level I

- LSEALWPLI1 Copy board notes and text accurately
- LSEALWPLI2 Apply knowledge of the basic writing conventions of punctuation, spelling, and capitalization
- LSEALWPLI3 Use simple verb tenses, questions, plurals, and common prepositions of location, direction, and time
- LSEALWPLI4 Write basic compound sentences
- LSEALWPLI5 Write short, coherent, patterned compositions (short journal entries, lists, graphic organisers) on personally relevant topics
- LSEALWPLI6 Edit familiar words, capitals and periods
- LSEALWPLI7 Use appropriate notebook formats for each subject area, using titles, dates, charts, and graphs
- LSEALWPLI8 Apply research material to the writing process

Strand B: Proficiency Level II

- LSEALWPLII1 Demonstrate basic note-taking skills
- LSEALWPLII2 Use common tenses, spelling, capitalization, and punctuation with accuracy
- LSEALWPLII3 Use conventional spelling for common and personally relevant words
- LSEALWPLII4 Write appropriate responses to written questions based on familiar academic content, using short sentences, phrases, and graphic organisers
- LSEALWPLII5 Use a variety of text types (recount, narratives, and informative texts)
- LSEALWPLII6 Demonstrate the writing process, producing a final edited copy that is changed from the first draft
- LSEALWPLII7 Apply independently researched material to the writing process

Strand Ca: Proficiency Level III - Organisation and Production

- LSEALWOPLIII1 Produce texts appropriate to the task (narrative, opinion, descriptive, informational, procedural text types)
- LSEALWOPLIII2 Use a variety of vocabulary, sentence structures and paragraphs in the production of a variety of text types
- LSEALWOPLIII3 Produce prose using appropriate verb tenses; connectors; subject-verb agreement; noun, adjective, and adverbial phrases and clauses, and conventional spelling with increasing accuracy
- LSEALWOPLIII4 Draft and revise writing using the stages of the writing process
- LSEALWOPLIII5 Organise and sequence ideas effectively
- LSEALWOPLIII6 Identify and reproduce the basic stylistic elements of alliteration, simile, metaphor, hyperbole and rhetorical devices; and demonstrate an understanding of how these communicate meaning
- LSEALWOPLIII7 Take notes in detail on familiar and unfamiliar topics

- LSEALWOPLIII8 Select relevant information to support an argument or point of view in a personal response
- LSEALWOPLIII9 Identify and reflect on personal strengths and areas in need of improvement as writers; apply strategies to improve written production
- LSEALWKULIII10 Demonstrate knowledge and understanding of basic content commensurate to year-level expectations

Strand Cb: Proficiency Level III - Knowledge and Understanding

- LSEALWKULIII1 Demonstrate knowledge and understanding of basic content commensurate to year-level expectations

Domain 5: Orientation

Strand A: Proficiency Level I

- LSEALOPLI1 Find personally relevant locations within the school independently
- LSEALOPLI2 Adapt to a variety of teaching strategies used in the classroom
- LSEALOPLI3 Respond appropriately to social situations
- LSEALOPLI4 Demonstrate awareness of and respect for cultural diversity and the beliefs and values of others, as well as pride in self and own culture
- LSEALOPLI5 Use community resources
- LSEALOPLI6 Work with a partner on a common academic task
- LSEALOPLI7 Communicate critical needs to school staff and peers
- LSEALOPLI8 Understand and follow essential school schedules, behaviour expectations, routines, and emergency procedures
- LSEALOPLI9 Use the home language and culture to think, communicate, and process new experiences
- LSEALOPLI10 Demonstrate understanding of and respect for Eastern and Western cultures and traditions

Strand B: Proficiency Level II

- LSEALOPLII1 Ask for assistance and communicate needs
- LSEALOPLII2 Continue to use and develop the home language
- LSEALOPLII3 Follow school routines, behaviour expectations, and procedures
- LSEALOPLII4 Express basic information, ideas and opinions about the local and global context
- LSEALOPLII5 Interact appropriately with peers from diverse linguistic and cultural groups; respond appropriately in social situations
- LSEALOPLII6 Participate in controlled, directed group work
- LSEALOPLII7 Participate in school activities, field trips, sports, and clubs
- LSEALOPLII8 Respect cultural differences and take pride in self and own culture
- LSEALOPLII9 Respond with increasing confidence to a variety of teaching strategies

Strand C: Proficiency Level III

- LSEALOPLIII1 Clearly communicate needs and seek assistance in the school and community
- LSEALOPLIII2 Continue to use and take pride in the home language

- LSEALOP1III3 Explain school norms, routines, behaviour expectations, and emergency procedures to new students, in English or a shared first language
- LSEALOP1III4 Participate in class, school, and community activities
- LSEALOP1III5 Demonstrate increasing initiative in group activities
- LSEALOP1III6 Demonstrate sensitivity to and appreciation of diverse languages and cultures
- LSEALOP1III7 Respond appropriately to different teaching strategies and approaches



Domain 1: Speaking and Listening

Strand A: Proficiency Level I

Lower Primary

- LPEALSPLI1 Use short, patterned questions to seek information
- LPEALSPLI2 Share personal information
- LPEALSPLI3 Express basic needs and answer specific questions using single words or short phrases
- LPEALSPLI4 Identify familiar names, objects, and actions
- LPEALSPLI5 Speak with sufficient clarity for teacher comprehension
- LPEALSPLI6 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- LPEALSPLI7 Imitate English stress and intonation patterns
- LPEALSPLI8 Follow simple directions with support from visual cues
- LPEALSPLI9 Respond to clear, short, simple questions
- LPEALSPLI10 Provide brief responses to short and simple stories, songs, poems and multimedia texts from around the world
- LPEALSPLI11 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LPEALSPLI12 Respond to and use gestures, courtesies, and tones of voice; follow classroom routines respectfully
- LPEALSPLI13 Participate in short, prepared role-plays and dialogues

Upper Primary

- UPEALSPLI1 Use short, patterned questions to seek information
- UPEALSPLI2 Share personal information and experiences
- UPEALSPLI3 Express basic needs related to safety, health, and personal well-being
- UPEALSPLI4 Identify familiar names, objects, and actions
- UPEALSPLI5 Answer specific questions using single words or short phrases
- UPEALSPLI6 Speak with sufficient clarity for teacher comprehension
- UPEALSPLI7 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- UPEALSPLI8 Imitate English stress and intonation patterns
- UPEALSPLI9 Follow simple directions with support from visual cues
- UPEALSPLI10 Respond to short, simple questions
- UPEALSPLI11 Provide brief responses to simple stories, songs, and poems and multimedia texts from around the world
- UPEALSPLI12 Respond to familiar conversational topics using single words, short phrases and patterned sentences
- UPEALSPLI13 Respond to familiar words, names, phrases, tones of voice, and basic classroom instructions
- UPEALSPLI14 Use everyday gestures and courtesies that value all people and cultures to convey meaning
- UPEALSPLI15 Perform simple oral presentations, rehearsed choral responses, and role plays

Lower Secondary

- LSEALLPLI1 Follow simple directions with support from visual cues
- LSEALLPLI2 Respond to short, simple questions
- LSEALLPLI3 Provide brief responses to simple stories, songs, poems and multimedia texts from around the world
- LSEALLPLI4 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LSEALLPLI5 Respond to gestures, courtesies, tones of voice, and basic classroom instructions

Strand B: Proficiency Level II

Lower Primary

- LPEALSPLII1 Ask simple questions
- LPEALSPLII2 Participate in social discussions, and use short phrases and sentences in academic discussions
- LPEALSPLII3 Recount familiar events, stories, and key information; communicate simple observations
- LPEALSPLII4 Give simple directions or instructions
- LPEALSPLII5 Express personal opinions and emotions
- LPEALSPLII6 Speak with sufficient clarity and accuracy in a familiar setting using common tenses, adjectives, adverbs, prepositions of direction and time
- LPEALSPLII7 Understand key vocabulary and concepts related to specific subjects or themes
- LPEALSPLII8 Request clarification when necessary
- LPEALSPLII9 Understand and respond to direct questions, single step instructions, courtesies, and humour
- LPEALSPLII10 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- LPEALSPLII11 Identify main ideas in visually supported oral presentations containing familiar vocabulary
- LPEALSPLII12 Engage for limited periods of time
- LPEALSPLII13 Participate in conversations on familiar topics
- LPEALSPLII14 Initiate and maintain face-to-face conversations
- LPEALSPLII15 Take part in presenting to an audience with support and modelling

Upper Primary

- UPEALSPLII1 Ask questions
- UPEALSPLII2 Recount familiar events, stories, and key information; communicate simple observations
- UPEALSPLII3 Give straightforward directions and instructions
- UPEALSPLII4 Rephrase key ideas from written or oral texts
- UPEALSPLII5 Express opinions, emotions and needs
- UPEALSPLII6 Speak with clarity and accuracy using common tenses, adjectives, adverbs, and prepositions of direction and time
- UPEALSPLII7 Speak with confidence in a familiar setting, exhibiting basic control of stress, timing and rhythm
- UPEALSPLII8 Understand key vocabulary and concepts related to specific subjects or themes

- UPEALSPLII9 Request clarification when necessary
- UPEALSPLII10 Understand and respond to direct questions, single step instructions, courtesies, and humour
- UPEALSPLII11 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- UPEALSPLII12 Understand main ideas in visually supported oral presentations containing familiar vocabulary
- UPEALSPLII13 Engage in class dialogues for increasing periods of time
- UPEALSPLII14 Participate in conversations about familiar topics
- UPEALSPLII15 Participate in social and academic discussions using short phrases and sentences
- UPEALSPLII16 Initiate and maintain face-to-face conversations
- UPEALSPLII17 Take part in presenting to an audience with support and modelling

Lower Secondary

- LSEALLPI1 Follow simple directions with support from visual cues
- LSEALLPI2 Respond to short, simple questions
- LSEALLPI3 Provide brief responses to simple stories, songs, poems and multimedia texts from around the world
- LSEALLPI4 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LSEALLPI5 Respond to gestures, courtesies, tones of voice, and basic classroom instructions


Strand C: Proficiency Level III

Lower Primary

- LPEALSPLIII1 Speak with clear pronunciation and enunciation; self-correct simple errors
- LPEALSPLIII2 Use voice to indicate emphasis through pacing, volume, intonation, and stress
- LPEALSPLIII3 Respond appropriately to body language, non-verbal signals, and tone of voice, pauses, stress, and intonation
- LPEALSPLIII4 Identify key information in most contexts with the aid of repetition
- LPEALSPLIII5 Follow a series of instructions
- LPEALSPLIII6 Initiate and maintain extended conversations and respond appropriately
- LPEALSPLIII7 Participate in discussions based on classroom themes and make short, effective oral presentations in an academic context

Upper Primary

- UPEALSPLIII1 Demonstrate increasing fluency and accuracy when exploring ideas and feelings, and when communicating with others
- UPEALSPLIII2 Use the features of spoken English with increasing accuracy in a range of familiar and unfamiliar contexts
- UPEALSPLIII3 Use language with increasing accuracy to contribute to the community
- UPEALSPLIII4 Adapt language and vocabulary according to purpose, audience, and topic
- UPEALSPLIII5 Use implication, conditionals, and adjective and adverbial phrases
- UPEALSPLIII6 Listen in order to understand and respond appropriately in a range of situations and for different purposes

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- UPEALSPLIII7 Use and respond appropriately to a range of verbal and non-verbal cues
 - UPEALSPLIII8 Identify main ideas and supporting details in short oral presentations
 - UPEALSPLIII9 Take notes from teacher lessons presented orally, using supplied written outlines as a guide
 - UPEALSPLIII10 Identify and reflect on strengths and areas in need of improvement as listeners and speakers; apply strategies for improving listening and speaking skills
 - UPEALSPLIII11 Experiment with different roles in a range of dramatic activities
 - UPEALSPLIII12 Make increasingly accurate contributions when working in groups by shaping meanings through suggestions, comments and questions, and by drawing ideas together

Lower Secondary

Oral Communication

- LSEALLPLIIIC1 Listen, understand and respond appropriately in a variety of situations for a range of purposes
- LSEALLPLIIIC2 Use and respond appropriately to a range of verbal and non-verbal cues
- LSEALLPLIIIC3 Demonstrate increasing fluency and accuracy when exploring ideas, feelings, and when communicating with others
- LSEALLPLIIIC4 Use the features of spoken English with increasing accuracy in a range of familiar and unfamiliar contexts
- LSEALLPLIIIC5 Use language with increasing accuracy to contribute to the community
- LSEALLPLIIIC6 Adapt language and vocabulary according to purpose, audience, and topic
- LSEALLPLIIIC7 Experiment with different roles in a range of dramatic activities
- LSEALLPLIIIC8 Make increasingly accurate contributions when working in groups, shaping meanings through suggestions, comments and questions, and drawing ideas together
- LSEALLPLIIIC9 Use implication, figurative language, passive voice, conditionals, and adjective and adverb phrases
- LSEALLPLIIIC10 Identify main ideas and supporting details in short oral presentations
- LSEALLPLIIIC11 Take notes from teacher lessons presented orally, using supplied written outlines a guide

Domain 2: Language and Phonics

Strand A: Proficiency Level I

Lower Primary

- LPEALSPLI1 Use short, patterned questions to seek information
- LPEALSPLI2 Share personal information
- LPEALSPLI3 Express basic needs and answer specific questions using single words or short phrases
- LPEALSPLI4 Identify familiar names, objects, and actions
- LPEALSPLI5 Speak with sufficient clarity for teacher comprehension
- LPEALSPLI6 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- LPEALSPLI7 Imitate English stress and intonation patterns
- LPEALSPLI8 Follow simple directions with support from visual cues
- LPEALSPLI9 Respond to clear, short, simple questions
- LPEALSPLI10 Provide brief responses to short and simple stories, songs, poems and multimedia texts from around the world
- LPEALSPLI11 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LPEALSPLI12 Respond to and use gestures, courtesies, and tones of voice; follow classroom routines respectfully
- LPEALSPLI13 Participate in short, prepared role-plays and dialogues

Upper Primary

- UPEALSPLI1 Use short, patterned questions to seek information
- UPEALSPLI2 Share personal information and experiences
- UPEALSPLI3 Express basic needs related to safety, health, and personal well-being
- UPEALSPLI4 Identify familiar names, objects, and actions
- UPEALSPLI5 Answer specific questions using single words or short phrases
- UPEALSPLI6 Speak with sufficient clarity for teacher comprehension
- UPEALSPLI7 Use subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction
- UPEALSPLI8 Imitate English stress and intonation patterns
- UPEALSPLI9 Follow simple directions with support from visual cues
- UPEALSPLI10 Respond to short, simple questions
- UPEALSPLI11 Provide brief responses to simple stories, songs, and poems and multimedia texts from around the world
- UPEALSPLI12 Respond to familiar conversational topics using single words, short phrases and patterned sentences
- UPEALSPLI13 Respond to familiar words, names, phrases, tones of voice, and basic classroom instructions
- UPEALSPLI14 Use everyday gestures and courtesies that value all people and cultures to convey meaning
- UPEALSPLI15 Perform simple oral presentations, rehearsed choral responses, and role plays

Lower Secondary

- LSEALLPLI1 Follow simple directions with support from visual cues
- LSEALLPLI2 Respond to short, simple questions
- LSEALLPLI3 Provide brief responses to simple stories, songs, poems and multimedia texts from around the world
- LSEALLPLI4 Respond to familiar conversational topics using single words, short phrases and pattern sentences
- LSEALLPLI5 Respond to gestures, courtesies, tones of voice, and basic classroom instructions

Strand B: Proficiency Level II

Lower Primary

- LPEALSPLII1 Ask simple questions
- LPEALSPLII2 Participate in social discussions, and use short phrases and sentences in academic discussions
- LPEALSPLII3 Recount familiar events, stories, and key information; communicate simple observations
- LPEALSPLII4 Give simple directions or instructions
- LPEALSPLII5 Express personal opinions and emotions
- LPEALSPLII6 Speak with sufficient clarity and accuracy in a familiar setting using common tenses, adjectives, adverbs, prepositions of direction and time
- LPEALSPLII7 Understand key vocabulary and concepts related to specific subjects or themes
- LPEALSPLII8 Request clarification when necessary
- LPEALSPLII9 Understand and respond to direct questions, single step instructions, courtesies, and humour
- LPEALSPLII10 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- LPEALSPLII11 Identify main ideas in visually supported oral presentations containing familiar vocabulary
- LPEALSPLII12 Engage for limited periods of time
- LPEALSPLII13 Participate in conversations on familiar topics
- LPEALSPLII14 Initiate and maintain face-to-face conversations
- LPEALSPLII15 Take part in presenting to an audience with support and modelling

Upper Primary

- UPEALSPLII1 Ask questions
- UPEALSPLII2 Recount familiar events, stories, and key information; communicate simple observations
- UPEALSPLII3 Give straightforward directions and instructions
- UPEALSPLII4 Rephrase key ideas from written or oral texts
- UPEALSPLII5 Express opinions, emotions and needs
- UPEALSPLII6 Speak with clarity and accuracy using common tenses, adjectives, adverbs, and prepositions of direction and time
- UPEALSPLII7 Speak with confidence in a familiar setting, exhibiting basic control of stress, timing and rhythm
- UPEALSPLII8 Understand key vocabulary and concepts related to specific subjects or themes

- UPEALSPLII9 Request clarification when necessary
- UPEALSPLII10 Understand and respond to direct questions, single step instructions, courtesies, and humour
- UPEALSPLII11 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- UPEALSPLII12 Understand main ideas in visually supported oral presentations containing familiar vocabulary
- UPEALSPLII13 Engage in class dialogues for increasing periods of time
- UPEALSPLII14 Participate in conversations about familiar topics
- UPEALSPLII15 Participate in social and academic discussions using short phrases and sentences
- UPEALSPLII16 Initiate and maintain face-to-face conversations
- UPEALSPLII17 Take part in presenting to an audience with support and modelling

Lower Secondary

- LSEALLPLII1 Participate in conversations on familiar topics
- LSEALLPLII2 Understand key vocabulary and concepts related to specific subjects or themes
- LSEALLPLII3 Request clarification when necessary
- LSEALLPLII4 Understand and respond to direct questions, frequently used instructions, courtesies, and humour
- LSEALLPLII5 Respond appropriately to body language, tone of voice, pauses, stress, and intonation
- LSEALLPLII6 Understand main ideas in visually supported oral presentations containing academic vocabulary
- LSEALLPLII7 Engage for increasing segments of time

Strand C: Proficiency Level III

Lower Primary

- LPEALSPLIII1 Speak with clear pronunciation and enunciation; self-correct simple errors
- LPEALSPLIII2 Use voice to indicate emphasis through pacing, volume, intonation, and stress
- LPEALSPLIII3 Respond appropriately to body language, non-verbal signals, tone of voice, pauses, stress, and intonation
- LPEALSPLIII4 Identify key information in most contexts with the aid of repetition
- LPEALSPLIII5 Follow a series of instructions
- LPEALSPLIII6 Initiate and maintain extended conversations and respond appropriately
- LPEALSPLIII7 Participate in discussions based on classroom themes and make short, effective oral presentations in an academic context

Upper Primary

- UPEALSPLIII1 Demonstrate increasing fluency and accuracy when exploring ideas and feelings, and when communicating with others
- UPEALSPLIII2 Use the features of spoken English with increasing accuracy in a range of familiar and unfamiliar contexts
- UPEALSPLIII3 Use language with increasing accuracy to contribute to the community
- UPEALSPLIII4 Adapt language and vocabulary according to purpose, audience, and topic
- UPEALSPLIII5 Use implication, conditionals, and adjective and adverbial phrases

UPEALSLPLIII6	Listen in order to understand and respond appropriately in a range of situations and for different purposes
UPEALSLPLIII7	Use and respond appropriately to a range of verbal and non-verbal cues
UPEALSLPLIII8	Identify main ideas and supporting details in short oral presentations
UPEALSLPLIII9	Take notes from teacher lessons presented orally, using supplied written outlines as a guide
UPEALSLPLIII10	Identify and reflect on strengths and areas in need of improvement as listeners and speakers; apply strategies for improving listening and speaking skills
UPEALSLPLIII11	Experiment with different roles in a range of dramatic activities
UPEALSLPLIII12	Make increasingly accurate contributions when working in groups by shaping meanings through suggestions, comments and questions, and by drawing ideas together

Lower Secondary

Oral Communication

LSEALLOCPHIII1	Listen, understand and respond appropriately in a variety of situations for a range of purposes
LSEALLOCPHIII2	Use and respond appropriately to a range of verbal and non-verbal cues
LSEALLOCPHIII3	Demonstrate increasing fluency and accuracy when exploring ideas, feelings, and when communicating with others when communicating with others
LSEALLOCPHIII4	Use the features of spoken English with increasing accuracy in a range of familiar and unfamiliar contexts unfamiliar contexts
LSEALLOCPHIII5	Use language with increasing accuracy to contribute to the community
LLSEALLOCPHIII6	Adapt language and vocabulary according to purpose, audience, and topic
LSEALLOCPHIII7	Experiment with different roles in a range of dramatic activities
LSEALLOCPHIII8	Make increasingly accurate contributions when working in groups, shaping meanings through suggestions, comments and questions through suggestions, comments and questions, and drawing ideas together
LLSEALLOCPHIII9	Use implication, figurative language, passive voice, conditionals, and adjective and adverb phrases
LSEALLOCPHIII10	Identify main ideas and supporting details in short oral presentations
LSEALLOCPHIII11	Take notes from teacher lessons presented orally, using supplied written outlines as a guide

Domain 3: Reading

Strand A: Proficiency Level I

Lower Primary

- LPEALRPLI1 Participate in shared reading activities, choral reading, and rehearsed reading in a small group
- LPEALRPLI2 Recognise familiar words and repeated phrases in plays, poems, stories, and environmental print from around the world
- LPEALRPLI3 Select appropriate reading materials from around the world
- LPEALRPLI4 Recognise the alphabet and know the direction of English print
- LPEALRPLI5 Read pictures and use picture clues

Upper Primary

- UPEALRPLI1 Recognise the English alphabet in both print and script
- UPEALRPLI2 Recognise frequently used classroom vocabulary
- UPEALRPLI3 Read word to word
- UPEALRPLI4 Demonstrate understanding of English vocabulary in all subject areas
- UPEALRPLI5 Identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
- UPEALRPLI6 Read both fiction and non-fiction texts from around the world
- UPEALRPLI7 Follow brief written instructions
- UPEALRPLI8 Use alphabetical order
- UPEALRPLI9 Read materials from around the world for enjoyment and modified inquiry-based projects
- UPEALRPLI10 Apply sight-recognition, phonetic, predictive, and contextual reading strategies

Lower Secondary

- LSEALRPLI1 Apply sight-recognition, phonetic, predictive, and contextual reading strategies
- LSEALRPLI2 Recognise frequently used classroom vocabulary
- LSEALRPLI3 Acquire basic relevant English vocabulary in all subject areas
- LSEALRPLI4 Read word by word and in phrases
- LSEALRPLI5 Identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
- LSEALRPLI6 Follow brief written instructions
- LSEALRPLI7 Use learners' and bilingual dictionaries
- LSEALRPLI8 Demonstrate alphabetical order
- LSEALRPLI9 Read a range of text features (title, headings, captions)
- LSEALRPLI10 Read materials from around the world for enjoyment and modified inquiry-based projects

Strand B: Proficiency Level II

Lower Primary

- LPEALRPLII1 Demonstrate correct phrasing and rhythm when reading familiar material aloud
- LPEALRPLII2 Select main ideas in short, familiar passages from a variety of genres
- LPEALRPLII3 Understand familiar vocabulary in appropriate stories, poems, scripts, environmental print, and computer text
- LPEALRPLII4 Use the school library to find personal reading materials for enjoyment and information
- LPEALRPLII5 Use reading strategies to assist with comprehension (predicting, rereading, inferring, phonics, cueing systems, repetition, sight words and word families)

Upper Primary

- UPEALRPLII1 Demonstrate basic fluency in oral reading
- UPEALRPLII2 Understand simple phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context
- UPEALRPLII3 Identify main ideas and key information in text
- UPEALRPLII4 Extract information from resources and dictionaries using headings, index, glossary, and graphic organisers
- UPEALRPLII5 Select and read books for a variety of purposes, including personal enjoyment
- UPEALRPLII6 Use a variety of reading strategies to assist with comprehension (predicting, rereading, inferring, phonics, cueing systems, repetition, sight words and word families)
- UPEALRPLII7 Use basic vocabulary acquisition strategies (prefixes and suffixes; context clues, English dictionary)
- UPEALRPLII8 Use English and bilingual dictionaries effectively

Lower Secondary

- LSEALRPLII1 Use reading strategies to assist with comprehension (previewing, predicting, inferring and rereading)
- LSEALRPLII2 Continue to develop and apply phonemic awareness
- LSEALRPLII3 Use vocabulary acquisition strategies (prefixes and suffixes, context clues, English dictionary and thesaurus)
- LSEALRPLII4 Understand simple phrases, sentences, and instructions in materials with familiar vocabulary and context
- LSEALRPLII5 Identify main ideas and key information in text
- LSEALRPLII6 Extract information from textbooks, resources, and dictionaries using headings, margin notes, index, glossary and graphic organisers
- LSEALRPLII7 Demonstrate fluency in oral reading
- LSEALRPLII8 Select and read texts from different cultural backgrounds and for a variety of purposes, including personal enjoyment and modified inquiry-based projects

Strand C: Proficiency Level III

Lower Primary

- LPEALRPLIII1 Demonstrate correct phrasing and rhythm when reading material aloud
- LPEALRPLIII2 Follow simple written instructions
- LPEALRPLIII3 Read and understand appropriate year level text with minimal assistance
- LPEALRPLIII4 Describe story components of character, plot, and setting
- LPEALRPLIII5 Use appropriate resources that provide visual and contextual support (graphic organisers, class word lists, theme-book collections, environmental print, picture dictionary, table of contents)
- LPEALRPLIII6 Use reading strategies to assist with comprehension (predicting, rereading, inferring, phonics, cueing systems, repetition, sight words and word families)

Upper Primary

- UPEALRPLIII1 Demonstrate fluency in oral reading
- UPEALRPLIII2 Summarise basic texts identifying the main idea and basic details
- UPEALRPLIII3 Read and respond to a limited range of text types from around the world
- UPEALRPLIII4 Describe and retrieve information, ideas and details from a range of fiction and non-fiction text types
- UPEALRPLIII5 Deconstruct a limited range of text types to analyse meaning
- UPEALRPLIII6 Engage with appropriate materials from a variety of sources for research purposes
- UPEALRPLIII7 Identify and reflect on personal strengths and areas in need of improvement as readers; apply strategies to improve reading and comprehension
- UPEALRPLIII8 Read on a regular basis for personal enjoyment
- UPEALRPLIII9 Use a range of strategies to infer meaning (skimming, scanning, decoding, context clues, familiar vocabulary and context)
- UPEALRPLIII10 Use context clues, punctuation, phonics, familiar vocabulary and word families when reading
- UPEALRPLIII11 Use English and bilingual dictionaries effectively

Lower Secondary

- LSEALRCPLIII1 Predict, summarise and make judgments about a limited range of text types from around the world
- LSEALRCPLIII2 Read and respond to a limited range of text types from around the world demonstrating an awareness of language conventions
- LSEALRCPLIII3 Demonstrate fluency in oral reading
- LSEALRCPLIII4 Use a range of strategies to infer meaning (skimming and scanning, decoding, context clues)
- LSEALRCPLIII5 Read and interpret visually supported text at an appropriate level
- LSEALRCPLIII6 Use context and punctuation clues, phonics, recognition of familiar vocabulary, and word families when reading
- LSEALRCPLIII7 Use English and bilingual dictionaries without support
- LSEALRCPLIII8 Describe and retrieve basic information, ideas, and details from a range of fiction and non-fiction text types
- LSEALRCPLIII9 Deconstruct a limited range of text types to analyse meaning
- LSEALRCPLIII10 Locate and evaluate library materials for research purposes
- LSEALRCPLIII11 Reflect on and identify personal strengths and areas in need improvement as readers; apply strategies to improve reading and comprehension

LSEALRCPLIII12 Read on a regular basis for personal enjoyment

Domain 4: Writing

Strand A: Proficiency Level I

Lower Primary

- LPEALWPLI1 Dictate labels, phrases, and sentences to a scribe
- LPEALWPLI2 Write personally relevant words
- LPEALWPLI3 Express ideas in multiple ways through drawing, writing in first language, and labelling
- LPEALWPLI4 Write personal information (name, address, telephone number)
- LPEALWPLI5 Participate in shared writing activities in small groups
- LPEALWPLI6 Participate in a variety of prewriting activities
- LPEALWPLI7 Complete sentence patterns based on familiar and meaningful context and vocabulary
- LPEALWPLI8 Add words to sentence openers to complete a thought
- LPEALWPLI9 Print the English alphabet in upper- and lower-case letters
- LPEALWPLI10 Copy written information, following left-to-right and top-to-bottom progression

Upper Primary

- UPEALWPLI1 Copy written information accurately
- UPEALWPLI2 Edit spelling of basic and familiar words
- UPEALWPLI3 Write simple short, coherent, patterned compositions on personally relevant topics
- UPEALWPLI4 Use appropriate notebook formats for each subject area using titles, dates, charts, and graphs
- UPEALWPLI5 Apply knowledge of common writing conventions (punctuation, spelling, capitalization)
- UPEALWPLI6 Use subject–predicate order, simple verb tenses, adjectives, adverbs, and common prepositions of location and direction
- UPEALWPLI7 Produce the English alphabet in legible cursive and printed form, using left-to-right progression and writing on the line

Lower Secondary

- LSEALWPLI1 Copy board notes and text accurately
- LSEALWPLI2 Apply knowledge of the basic writing conventions of punctuation, spelling, and capitalization
- LSEALWPLI3 Use simple verb tenses, questions, plurals, and common prepositions of location, direction, and time
- LSEALWPLI4 Write basic compound sentences
- LSEALWPLI5 Write short, coherent, patterned compositions (short journal entries, lists, graphic organisers) on personally relevant topics
- LSEALWPLI6 Edit familiar words, capitals and periods
- LSEALWPLI7 Use appropriate notebook formats for each subject area, using titles, dates, charts, and graphs
- LSEALWPLI8 Apply research material to the writing process

Strand B: Proficiency Level II

Lower Primary

- LPEALWPLII1 Compose short, simple statements and questions using basic sentence structures
- LPEALWPLII2 Demonstrate the writing process and structured prewriting activities
- LPEALWPLII3 Demonstrate appropriate formats to write for a variety of purposes (lists, signs, labels, captions, cards, stories, letters, and journals)
- LPEALWPLII4 Apply research material to the writing process (brainstorming, list making, organisational processes)
- LPEALWPLII5 Use capital letters and final punctuation correctly
- LPEALWPLII6 Demonstrate appropriate handwriting skills commensurate with year-level expectations

Upper Primary

- UPEALWPLII1 Write appropriate responses to written questions, using short sentences, phrases, and graphic organisers, based on familiar academic content
- UPEALWPLII2 Demonstrate use of the writing process, producing a final edited copy that is changed from the first draft
- UPEALWPLII3 Apply independently researched material to the writing process
- UPEALWPLII4 Use short, simple sentences with basic structures to compose a wider range of simple texts (letters, recounts, narratives, descriptions)
- UPEALWPLII5 Use common tenses, spelling, capitalization, and punctuation with relative accuracy
- UPEALWPLII6 Demonstrate appropriate handwriting skills commensurate for year-level expectations

Lower Secondary

- LSEALWPLII1 Demonstrate basic note-taking skills
- LSEALWPLII2 Use common tenses, spelling, capitalization, and punctuation with accuracy
- LSEALWPLII3 Use conventional spelling for common and personally relevant words
- LSEALWPLII4 Write appropriate responses to written questions based on familiar academic content, using short sentences, phrases, and graphic organisers
- LSEALWPLII5 Use a variety of text types (recount, narratives, and informative texts)
- LSEALWPLII6 Demonstrate the writing process, producing a final edited copy that is changed from the first draft
- LSEALWPLII7 Apply independently researched material to the writing process

Strand C: Proficiency Level III

Lower Primary

- LPEALWPLIII1 Write short compositions using appropriate verb tenses, prepositions, simple and compound sentences, and descriptions
- LPEALWPLIII2 Demonstrate the use of new vocabulary
- LPEALWPLIII3 Write to record personal experiences and thoughts, narrate a story, and convey information
- LPEALWPLIII4 Write independently in all subject areas
- LPEALWPLIII5 Write collaboratively with peers
- LPEALWPLIII6 Identify and reflect on personal strengths and areas in need of improvement as writers; apply strategies to improve written production
- LPEALWPLIII7 Use the stages of the writing process (pre-writing, producing drafts, and publishing)
- LPEALWPLIII8 Use subject-verb-object sentence construction, capital letters and punctuation correctly

- LPEALWPLIII9 Demonstrate appropriate handwriting skills commensurate with year-level expectations

Upper Primary

- UPEALWPLIII1 Produce texts appropriate to the task, including narrative, opinion, descriptive, informational, and procedural text types
- UPEALWPLIII2 Identify and reproduce the basic stylistic elements of alliteration, simile, metaphor, hyperbole and rhetorical devices; demonstrate understanding of how these communicate meaning
- UPEALWPLIII3 Make notes that record basic details on familiar topics
- UPEALWPLIII4 Select relevant information to support an argument or point of view in a personal response
- UPEALWPLIII5 Draft and revise writing using the stages of the writing process
- UPEALWPLIII6 Organise and sequence ideas effectively
- UPEALWPLIII7 Identify and reflect on personal strengths and areas in need of improvement as writers; apply strategies to improve written production
- UPEALWPLIII8 Use basic vocabulary, sentence structures and paragraphs in the production of a variety of text types
- UPEALWPLIII9 Produce prose using appropriate verb tenses; connectors; subject–verb agreement; noun, adjective, and adverbial phrases and clauses; and conventional spelling with increasing accuracy
- UPEALWPLIII10 Demonstrate appropriate handwriting skills commensurate for year-level expectations

Lower Secondary

- LSEALWOPLIII1 Produce texts appropriate to the task (narrative, opinion, descriptive, informational, procedural text types)
- LSEALWOPLIII2 Use a variety of vocabulary, sentence structures and paragraphs in the production of a variety of text types
- LSEALWOPLIII3 Produce prose using appropriate verb tenses; connectors; subject–verb agreement; noun, adjective, and adverbial phrases and clauses, and conventional spelling with increasing accuracy
- LSEALWOPLIII4 Draft and revise writing using the stages of the writing process
- LSEALWOPLIII5 Organise and sequence ideas effectively
- LSEALWOPLIII6 Identify and reproduce the basic stylistic elements of alliteration, simile, metaphor, hyperbole and rhetorical devices; and demonstrate an understanding of how these communicate meaning
- LSEALWOPLIII7 Take notes in detail on familiar and unfamiliar topics

LSEALWOPLIII8 Select relevant information to support an argument or point of view in a personal response

LSEALWOPLIII9 Identify and reflect on personal strengths and areas in need of improvement as writers; apply strategies to improve written production

LSEALWKULIII10 Demonstrate knowledge and understanding of basic content commensurate to year-level expectations

Domain 5: Orientation

Strand A: Proficiency Level I

Lower Primary

- LPEALOPLI1 Find personally relevant locations within the school independently
- LPEALOPLI2 Adapt to a variety of teaching strategies used in the classroom
- LPEALOPLI3 Respond appropriately to social and cultural situations
- LPEALOPLI4 Call classmates and relevant staff by name
- LPEALOPLI5 Demonstrate awareness and respect for cultural diversity and the beliefs and values of others, as well as pride in self and for one's own culture
- LPEALOPLI6 Work with a partner on a common academic task
- LPEALOPLI7 Communicate critical needs to school staff and peers
- LPEALOPLI8 Develop connections with relevant staff and peers in the school
- LPEALOPLI9 Follow key school routines, behaviour expectations, and emergency procedures
- LPEALOPLI10 Use the home language and culture to think, communicate, and process new experiences
- LPEALOPLI11 Demonstrate understanding of and respect for Eastern and Western cultures and traditions

Upper Primary

- UPEALOPLI1 Find personally relevant locations within the school independently
- UPEALOPLI2 Adapt to a variety of teaching strategies used in the classroom
- UPEALOPLI3 Respond appropriately to social and cultural situations
- UPEALOPLI4 Demonstrate awareness and respect for cultural diversity and the beliefs and values of others, as well as pride in self and for one's own culture
- UPEALOPLI5 Work with a partner on a common academic task
- UPEALOPLI6 Communicate critical needs to school staff and peers
- UPEALOPLI7 Develop connections with relevant staff and peers in the school
- UPEALOPLI8 Follow key school routines, behaviour expectations, and emergency procedures
- UPEALOPLI9 Use the home language and culture to think, communicate, and process new experiences
- UPEALOPLI10 Demonstrate understanding of and respect for Eastern and Western cultures and traditions

Lower Secondary

- LSEALOPLI1 Find personally relevant locations within the school independently
- LSEALOPLI2 Adapt to a variety of teaching strategies used in the classroom
- LSEALOPLI3 Respond appropriately to social situations
- LSEALOPLI4 Demonstrate awareness of and respect for cultural diversity and the beliefs and values of others, as well as pride in self and own culture
- LSEALOPLI5 Use community resources

- LSEALOPLI6 Work with a partner on a common academic task
- LSEALOPLI7 Communicate critical needs to school staff and peers
- LSEALOPLI8 Understand and follow essential school schedules, behaviour expectations, routines, and emergency procedures
- LSEALOPLI9 Use the home language and culture to think, communicate, and process new experiences
- LSEALOPLI10 Demonstrate understanding of and respect for Eastern and Western cultures and traditions

Strand B: Proficiency Level II

Lower Primary

- LPEALOPLI1 Ask for assistance and communicate needs
- LPEALOPLI2 Use and develop the home language
- LPEALOPLI3 Understand and follow school routines, behaviour expectations, and emergency procedures
- LPEALOPLI4 Through differentiated instruction, actively participate in regular class lessons and programmes
- LPEALOPLI5 Interact appropriately with peers from diverse linguistic and cultural groups
- LPEALOPLI6 Participate in controlled, directed group work
- LPEALOPLI7 Participate in school activities, field trips, sports, and clubs
- LPEALOPLI8 Respect cultural differences and show pride in self and for one's own culture
- LPEALOPLI9 Respond with increasing confidence to a variety of teaching strategies

Upper Primary

- UPEALOPLI1 Ask for assistance and communicate needs
- UPEALOPLI2 Continue to use and develop the home language
- UPEALOPLI3 Follow school routines, behaviour expectations, and procedures
- UPEALOPLI4 Express basic information, ideas and opinions about the local and global context
- UPEALOPLI5 Interact with peers from diverse linguistic and cultural groups; respond appropriately in social situations
- UPEALOPLI6 Through differentiated instruction, actively participate in small group work within regular class lessons and programmes
- UPEALOPLI7 Participate in school activities, field trips, sports, and clubs
- UPEALOPLI8 Demonstrate respect for cultural differences; show pride in self and own culture
- UPEALOPLI9 Respond with increasing confidence to a variety of teaching strategies and approaches

Lower Secondary

- LSEALOPLI1 Ask for assistance and communicate needs
- LSEALOPLI2 Continue to use and develop the home language
- LSEALOPLI3 Follow school routines, behaviour expectations, and procedures
- LSEALOPLI4 Express basic information, ideas and opinions about the local and global context
- LSEALOPLI5 Interact appropriately with peers from diverse linguistic and cultural groups; respond appropriately in social situations

- LSEALOPLI16 Participate in controlled, directed group work
- LSEALOPLI17 Participate in school activities, field trips, sports, and clubs
- LSEALOPLI18 Respect cultural differences and take pride in self and own culture
- LSEALOPLI19 Respond with increasing confidence to a variety of teaching strategies

Strand C: Proficiency Level III

Lower Primary

- LPEALOPLI11 Continue to use and take pride in the home language
- LPEALOPLI12 Understand and follow school routines, behaviour expectations, and emergency procedures
- LPEALOPLI13 State basic information about the local community
- LPEALOPLI14 Demonstrate increasing initiative in cooperative group activities
- LPEALOPLI15 Actively participate in the daily life of the school
- LPEALOPLI16 Show new students key locations in the school
- LPEALOPLI17 Respond appropriately to different teaching strategies and approaches

Upper Primary

- UPEALOPLI11 Clearly communicate needs and seek assistance
- UPEALOPLI12 Continue to use and take pride in the home language
- UPEALOPLI13 Explain school routines, behaviour expectations, and procedures to new students, in English or a shared first language
- UPEALOPLI14 State basic information about the local and global context
- UPEALOPLI15 Participate in all regular class activities
- UPEALOPLI16 Demonstrate increasing initiative in group activities
- UPEALOPLI17 Participate in school and community activities
- UPEALOPLI18 Demonstrate sensitivity to and appreciation for diverse languages and cultures
- UPEALOPLI19 Respond appropriately to a variety of teaching strategies and approaches

Lower Secondary

- LSEALOPLI11 Clearly communicate needs and seek assistance in the school and community
- LSEALOPLI12 Continue to use and take pride in the home language
- LSEALOPLI13 Explain school norms, routines, behaviour expectations, and emergency procedures to new students, in English or a shared first language
- LSEALOPLI14 Participate in class, school, and community activities
- LSEALOPLI15 Demonstrate increasing initiative in group activities
- LSEALOPLI16 Demonstrate sensitivity to and appreciation of diverse languages and cultures
- LSEALOPLI17 Respond appropriately to different teaching strategies and approaches