

Queensland kindergarten learning guideline

Professional development | Resources



English as an additional language: Examples of observable behaviours

It is recommended that you allocate approximately 30 minutes per resource to read and reflect on the information provided. This resource is the third in a series of three that provide information about strategies for teachers to support children who speak English as an additional language (EAL). These include:

1. Building literacy learning partnerships
2. Intentional teaching strategies
3. Examples of observable behaviours.

It is recommended that you allocate approximately 30 minutes per resource to read and reflect on the information provided.

Introduction

The *Continua of learning and development*, which is a companion document to the *Queensland kindergarten learning guideline*, assists teachers as they assess and reflect on evidence of learning to inform their ongoing decisions.

Each continuum is described using three phases — emerging, exploring and extending — differentiated by the child's level of familiarity with the learning situation and the level of support the child required to demonstrate learning. In the learning and development area of Communicating, there are separate continua for each key focus (language, literacy and numeracy).

This resource provides examples of observable literacy learning behaviours of children who speak English as an additional language (EAL). These examples should be used in conjunction with pages 35–37 of the *Continua of learning and development*.

More information

- Queensland kindergarten learning guideline and Continua of learning and development, pp. 2–5 and 35–37, available at: www.qcaa.qld.edu.au/10192.html.
- Further resources for teachers to support children who speak English as an additional language are available at www.qcaa.qld.edu.au/12974.html under 'Inclusion and diversity'.

In familiar situations	In familiar situations	In new situations
With explicit support	With occasional support or prompting	With occasional support of prompting
<p>The child:</p> <ul style="list-style-type: none"> attends silently¹ to teacher reading familiar, repetitive multimodal texts using clear gestures, dramatic movement and pointing to visual images makes actions in response to words or phrases identifies key words from predictable texts (simple, repeated sentence patterns) read slowly with nonverbal cues repeats words and phrases while doing actions from predictable text matches/sequences pictures or objects from texts (print, digital, multimedia) creates responses to texts in different modes (draws, paints, computer, roleplay) responds verbally to teacher prompts about text responds to short, clear commands with teacher actions, e.g. 'Jump!' or visual prompting to stop responds nonverbally by clapping or doing actions to the rhythms of songs, rhymes and jingles begins to chorus predictable words when invited by the teacher to join in the reading of a poem points to texts in home language or SAE 	<p>The child:</p> <ul style="list-style-type: none"> listens and responds when teacher: <ul style="list-style-type: none"> reads aloud texts with rhyme and rhythm identifies words, phrases, varied sentences and visual images retells and acts out texts using phrases and sentences from stories or information texts creates stories for a sequence of pictures contributes to conversations about familiar stories or information texts (print or digital) responds to questions in texts (with some teacher prompts or questioning) listens¹, participates and responds to obvious sound and word patterns in: <ul style="list-style-type: none"> nursery rhymes, jingles, poems rhyming or predictable stories jazz chants, rap, hip-hop or skipping chants participates in a range of choral reading activities involving short poems with strong rhythm and rhyme: <ul style="list-style-type: none"> echo (teacher reads a line then pauses to allow children to copy) unison (teacher and children say a familiar poem together) chorus (children join in on repeated lines and refrains) points out familiar symbols and images in home language or SAE 	<p>The child:</p> <ul style="list-style-type: none"> listens, responds and contributes when teacher shows complex stories or information texts in shared reading/viewing groups creates new texts using language and ideas of class texts verbally predicts what might happen or create alternative endings or stories contributes to conversations about texts and links to personal experiences responds to questions about texts that require some reasoning ('How did this happen?' 'Why do you think?') listens, participates and responds to new sound patterns recognises rhyming words in texts and makes up own rhymes, including alliterative poems, tongue twisters and stories participates in a range of group interactive choral reading activities² <ul style="list-style-type: none"> call and response (the call from one group elicits the response from the other group) sequenced group responses (groups say segments of a very familiar poem in order) individual lines (children say their line when they hear it during readings of a very familiar poem and add sound effects including bells, drums and vocal sounds)

¹ The child might be in the silent period — they can't say the words but can understand and respond nonverbally.

² The child first needs to work in new situations in a large trusted group to build confidence and skills leading to small group then individual spoken activities.

In familiar situations	In familiar situations	In new situations
With explicit support	With occasional support or prompting	With occasional support of prompting
<p>The child:</p> <ul style="list-style-type: none"> • brings texts and objects that interest them to show at kindergarten • displays interest when others write in home language or SAE • shows interest when adults talk about familiar symbols, images, sounds or letters. 	<p>The child:</p> <ul style="list-style-type: none"> • recognises and uses familiar sounds and letters in home language or SAE during play, e.g. cooking, shopping • experiments with written marks using lines, shapes, symbols and familiar letters from home language or SAE <ul style="list-style-type: none"> – ‘writes’ using script-like symbols or letters or characters from home language or SAE – says they are writing in a particular language, e.g. ‘Chinese’, ‘English’, ‘Arabic’ – shows how someone in the family writes in the home language or SAE, e.g. ‘I’m writing like Mummy’. 	<p>The child:</p> <ul style="list-style-type: none"> • experiments with sound patterns and words to create new versions of familiar texts • comments on differences between home language and SAE when looking at texts or showing someone else how to write, e.g. “This one has circles” • attempts to read familiar texts in home language or SAE from memory, tracking print as they read • continues to experiment with writing symbols, images, letters and words: <ul style="list-style-type: none"> – to create own text in home language and SAE – to type in home language and SAE using technology.

Note: These examples supplement the *Continua of learning and development*. They recognise the biliterate development of some young language learners, and should be used in conjunction with pages 35–37 of the *Continua*.