

# Wi-Fi Westminster-Guest login



**WestConnect**

Username: eal@westminster

Password: 255516



[www.ipsha.org.au](http://www.ipsha.org.au)

Independent Primary School Heads of Australia Ltd. ACN 059 221 877 ABN 31 059 221 877

SA BRANCH

**IPSHA EAL/D Collegial Group**

Welcome



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SA BRANCH

# IPSHA EAL/D Collegial Group

## Wednesday 10<sup>th</sup> September 2025

1:00 to 4:00pm

### Westminster School

#### Presenters

**Jane Graham** – [jgraham@westminster.sa.edu.au](mailto:jgraham@westminster.sa.edu.au)

Head of Languages, EAL and German Teacher – Westminster School

**Jade Peartree** – [jpeartree@stpetersgirls.sa.edu.au](mailto:jpeartree@stpetersgirls.sa.edu.au)

EAL/D Teacher – St Peter's Girls' School

**Trish Tynan** – [ttynan@stpetersgirls.sa.edu.au](mailto:ttynan@stpetersgirls.sa.edu.au)

EAL/D Specialist – St Peter's Girls' School

# Kaurna Acknowledgement of Country

- <https://vimeo.com/1086623076>



Welcome

# Welcome

Head of Preparatory School  
Simon McKenzie



Westminster School

# Housekeeping

## Housekeeping

- Fire Exits
- Toilets
- Continuous tea, coffee & water
- Lunch 1:45pm
- Wi-Fi login



# Agenda

**1:00pm:** Head of Preparatory School – Simon McKenzie - Welcome

**1:15pm:** Table Introductions – Group Sharing

**1:25pm:** Westminster School EAL/D Program and Strategies

**1:45pm: Break, Lunch & Refreshments**

**2:00pm:** Utilising AI – Explorations + Conversations – LEAP Levelling

**2:30pm:** Persuasive Texts – Oral Tasks, Scaffolding & Resources

**2:45pm:** Narrative Writing – Scaffolding, Frontloading & Resources

**3:00pm: Break, Tea & Coffee**

**3:10pm:** EAL/D Westminster School – Tasks and Resources sharing

**3:25pm:** EAL/D Partnerships to inform and improve practice

**3:45pm:** Questions + Organising our 2026 meetings



# Table Introductions

## Table Introductions

Please introduce and share about yourself to your table group.

Be ready to introduce a colleague to our larger group:

1. Name
2. School
3. Job title



## Westminster Prep School EAL/D Program

### *EAL/D Program Overview – Inclusive, Aligned, and Impactful*

- **EAL Westminster Prep School Program Goal:**  
"To support multilingual learners in achieving English proficiency while engaging meaningfully with the full curriculum."
- **Key Features:**
  - Integrated into the whole-school timetable
  - Collaboration with classroom and Inclusive Learning staff.
  - Differentiated support tailored to individual language stages (e.g., Beginning, Emerging, Developing, Consolidating).
- **Student Cohort:** Currently 25 EAL/D students from 10 language backgrounds, across all year levels (ELC – 6).



## Westminster Prep School EAL/D Program

### *What Makes Our Program Work? – Effective Practices*

- **In-Class Support Model:**
  - EAL/D teacher works within classrooms during student literacy block.
  - Use of co-planning with individual classroom teachers.
- **Explicit Language Instruction:**
  - Targeted small-group sessions based on language level, not age.
  - Vocabulary and grammar instruction linked to classroom topics.
- **Partnership with Inclusive Learning:**
  - Shared tracking of student progress (e.g., EAL/D phase + learning adjustments).
  - Joint parent meetings and learning plans.



## Westminster Prep School EAL/D Program

### *Results – Student Growth & Whole-School Benefits*

- **Student Progress:**
  - 80% of students moved up at least one EAL/D phase within a year.
  - Increased engagement in classroom discussions and writing.
  
- **Teacher Feedback:**
  - Quotes from classroom teachers about improved collaboration and planning confidence include:
    - "It has been invaluable having a specialist EAL/D teacher" – Year 4 Teacher
    - "I have loved seeing my EAL/D students developing and being able to access the full curriculum" - Rec Teacher
    - "Having specialist EAL/D support has empowered me within my classroom" – Year 1 Teacher
    - "My EAL/D learners have made such great improvement throughout this year through EAL/D intervention and collaboration" – Year 2 Teacher
  
- **Parent & Community Engagement:**
  - We are currently working towards stronger relationships with EAL/D families through translated communication and events.
  
- **Whole-School Benefit:**
  - Raised awareness of language development across staff.



## Westminster Prep School EAL/D Strategies

*Empowering EAL/D Learners Through Inclusive, Aligned Support*

### Key Features:

- **Timetabled with Whole School:**
  - EAL/D support happens within regular classroom sessions but with a combination of in class and withdrawal (depending on student ability).
  - Students remain engaged in mainstream curriculum alongside peers.
- **Collaborative with Inclusive Learning:**
  - Shared planning, data analysis, and goal setting.
  - One coordinated support plan for students with both EAL/D needs and additional learning needs.
- **Student-Centred & Bespoke:**
  - Support tailored to language acquisition stage, not just year level.
  - Consideration of cultural background, prior schooling, and family input.



## Westminster Prep School EAL/D Strategies

### *Strategies That Drive Impact @ Westminster*

#### **Key Strategies:**

- **In-Class Co-Teaching:**
  - EAL/D teachers work alongside classroom teachers to scaffold learning in real time.
  - Students access both language and content simultaneously.
- **Language-Focused Groupings:**
  - Short, targeted sessions for students at the same EAL/D phase.
  - Focus on oral language, academic vocabulary, and functional grammar.
- **Integrated Planning & Assessment:**
  - Use of EAL/D Progression Tools (e.g LEAP Levels) + curriculum data to personalise learning.
  - EAL/D goals embedded in IEPs and class planning.
- **Culturally Responsive Practice:**
  - Home languages respected and included where possible.
  - Family engagement through translated materials, cultural events, and translating.



## Westminster Prep School EAL/D Strategies



**1:45pm**

Break

for

Lunch



### What AI Tools are we currently using?

Please discuss at your tables.  
What are some ways you've used or seen AI tools in education?

Please scan the QR code to this Google Form to respond to questions about AI in Education or click on this link:

[AI Discussions EAL/D Hub 2025](#)



Scan me!

# AI in Australian Education | Report

To give more context, the trial included:

- Reframe tasks for students with special needs
- Translate content into students' first languages
- Provide differentiated learning materials
- Reduce administrative burdens
- Support lesson planning

## Box 4.1 SA DFE pilot project

The South Australia Department for Education (SA DFE) ran a GenAI in schools pilot project. The project began in 2023 'with a proof of concept with Microsoft to integrate the 'Open AI' platform (the platform currently hosting ChatGPT) into the department's Microsoft Azure Tenancy (private cloud).' The trial included support for teachers and students to use it, and observations were recorded about its impacts.

The SA DFE explained that the approach of having a customised GenAI chatbot:

- 'allows greater control over what data or information can be accessed through the platform
- provides the department with control over the data received through the platform
- reduces the possibility of inappropriate content being provided, meaning it is more appropriate for teaching and learning purposes'.<sup>65</sup>

The SA DFE's pilot project, which was considered a success, highlights the importance of data inputs:

From a technology perspective, the performance went well. Our guardrails were robust and there was high usage. The product was highly reliable, and the content filtering worked well. We did refine as we went along, making sure that the content filters were finely tuned at all times and were blocking what they needed to, but not blocking what they didn't need to. The educator and student experiences were positive. They reported that they actively enjoyed using EdChat and found it to be useful for both teaching and learning.<sup>66</sup>

## Utilising AI – Top 10 Benefits of AI in Education

Time Saving for Teachers

Personalised Learning for Students

Instant Feedback and Assessment

Boost Student Engagement

Supports Inclusive Education

Enhances Teacher Creativity

Improved Data Driven Insights

Supports Professional Learning

Preparing Students for Future  
Workforce

Reduces Burnout and Supports  
Wellbeing

“Educators highlight AI’s potential to **save time, personalise learning, enhance engagement, and support diverse learners**—while also helping teachers work smarter, not harder” ChatGPT

## Utilising AI – Top 10 Concerns of AI in Education

Academic Integrity & Plagiarism

Equity and Access

Data Privacy and Security

Bias & Accuracy of AI Outputs

Over-reliance & Reduced Critical Thinking

Ethical Use and Boundaries

Workload Concerns and Overhype

Impact on Literacy and Numeracy Skills

Professional Identity and Teacher Roles

Policy & Guidelines Lagging Behind

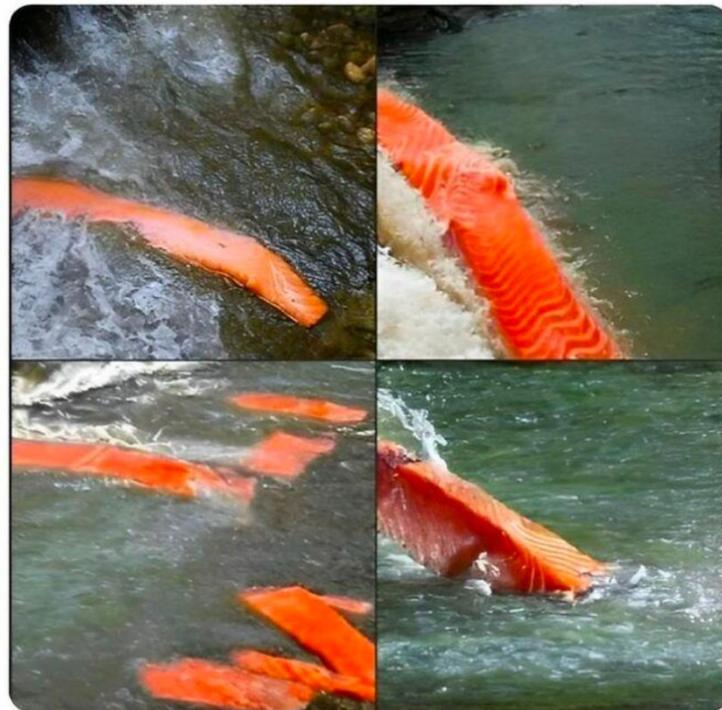
“Educators see the **potential benefits** of AI for admin reduction, lesson planning, and student engagement, but remain cautious about its risks—particularly around integrity, equity, privacy and learning quality”. ChatGPT

# Accuracy of AI Outputs

## AI Fails



The AI prompt was "Salmon in the river"  
so majestic.



## AI Concerns and Safety | Report

The Australian Framework for Generative AI in Schools addresses these concerns:

- Clear protocols for ethical use
- Guidelines for appropriate implementation
- Framework for assessment and evaluation
- Standards for data protection
- Requirements for transparency and accountability

# Utilising AI

## Utilising AI – EAL/D Focus: Translation Tools & LEAP Levelling

[https://www.heygen.com/  
Translation Video Tool Video](https://www.heygen.com/Translation%20Video%20Tool%20Video)



<https://tinyurl.com/heygenai-login>

HeyGen

# Utilising AI

## Utilising AI – HeyGen Translation Tool

[HeyGen Script by Jade Peartree](#)

The screenshot displays the HeyGen AI translation tool interface. On the left, a script is shown with a video preview on the right. The script is in French and English, discussing the benefits of AI in education. The video preview shows a woman speaking in a classroom setting. The interface includes various controls for editing and generating the video.

et membres de la famille élargie de cette manière. Je travaille dans des écoles IB depuis 15 ans, ce type de technologie innovante comble vraiment le fossé entre les cultures et les pays, rendant la communication instantanée possible.

7 [Avatar] | Jade Peartree | [Play]

As you can see, this has been quite amusing and fun for me to experiment with, but beyond the novelty of this tool, imagine the possibilities of this resource in our schools.

It's time for us educators to open our eyes to the new and exciting possibilities of AI Tools in Education. Inclusion and accessibility for all students, whatever language they speak!

Thank you.

+ Scene | Audio | Pause | Video Director

02:03 / 02:03

4 5 6 7 19.4s

HeyGen

Avatars | Text | Media | Elements | Captions | Background | Layers

← | ☰ | 16:9 | Brand | Feedback | Preview | Generate

## Utilising AI – EAL/D Focus: Translation Tools & LEAP Levelling

[Jade Peartree: AI Toddle Tools](#)



**Hosted by Deepanshu Auora (CEO and founder of Toddle)**

Toddle AI Student Tutoring

**Assessment Tools: LEAP writing assessments for consistent, moderated marking**

We've been using AI Tutors to support our ESL students with learning English. They use the voice to chat feature to practise real conversations, and I can actually hear their confidence building over time. I love being able to listen back to their voice notes afterwards.

## Utilising AI – EAL/D Focus: Translation Tools & LEAP Levelling

### Recommended AI Platforms for EAL/D & LEAP Levelling

1. **FlashAcademy®** (EAL Elevate) [FlashAcademy®Trainer CentricEdTech Impact](#)
2. **Education Perfect** (EAL Lessons & Online Teaching) [Education Perfect](#)
3. **Talkpal AI** [Talkpal](#)
4. **Xeropan** <https://xeropan.com/>
5. **Engaging Learning Platforms** (e.g. BookR Class, Lingopie)

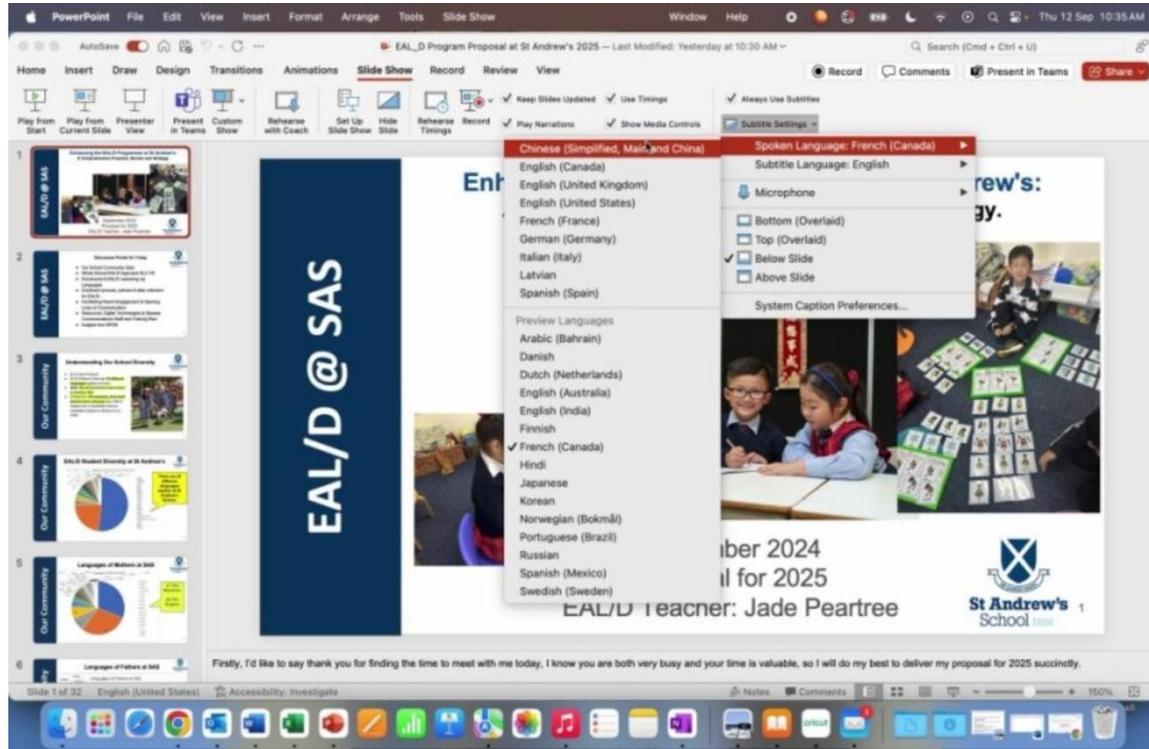
#### Examples:

- **BookR Class:** Uses gamified storytelling to enhance language acquisition across levels. [theobelus.com](http://theobelus.com)
  - **Lingopie:** Offers immersive video-based learning with dual subtitles, clickable vocabulary, flashcards, and speech tools. Supports deeper engagement and comprehension. <https://lingopie.com/>
6. **Adaptive Learning Solutions** (e.g., DreamBox, Century Tech, Smart Sparrow) [Trainer CentricEstha](#)

# Utilising AI

## Utilising AI – EAL/D Focus: Translation Tools in PowerPoint

Using PowerPoint for instant translation.



## Utilising AI – EAL/D Focus: Translation Tools & LEAP Levelling

### *Useful AI Tools:*

Take some time to explore these fantastic AI tools.

### **CARE: Structure for Crafting AI Prompts**

<https://www.nngroup.com/articles/careful-prompts/>

### **Open AI:**

<https://openai.com/>

### **EdChat DECS:**

<https://www.education.sa.gov.au/parents-and-families/curriculum-and-learning/ai/edchat>

### **Claude:**

<https://claude.ai/login?returnTo=%2F%3F>

### **Magic School:**

<https://www.magicschool.ai/>

**3:00pm to 3:10pm:**

Break

for

Tea,

Coffee

& Chat



## Narrative texts – Utilising AI



### ChatGPT

Kindly write the **best prompt** so that ChatGPT uses this sepia photo/cartoon image, to make sepia adventure photos/cartoons of all the children in my class please?

Kindly write the **best prompt** so that ChatGPT uses this sepia photo/cartoon image, to make sepia adventure photos/cartoons of all the children in my class please?



Kindly write the **best prompt** so that ChatGPT can use this sepia photo/cartoon image, to make sepia adventure photo/cartoons of all the children in my class please?

#### Prompt for ChatGPT / image generator:

*"Create a sepia-toned adventure cartoon portrait in the same artistic style as the reference image. The portrait should depict a child as a young explorer, wearing a wide-brimmed hat and adventure clothing, holding a small field notebook. The background should suggest a natural landscape (mountains, trees, desert, or jungle). The illustration should have a vintage explorer aesthetic, with warm sepia shading and soft sketch details, matching the tone and artistic feel of the reference image. Make the child look adventurous, curious, and ready for exploration."*

## Narrative texts – Utilising AI



Signed parent permission  
with written consent,  
was gained to use each  
student's school photo.

### ChatGPT

Kindly write the  
**best prompt**  
so that ChatGPT uses this  
sepia photo/cartoon image,  
to make sepia adventure photos/cartoons  
of all the children in my class please?

### Prompt from ChatGPT for image generator:

"Create a sepia-toned adventure cartoon portrait for each child in my class, in the same artistic style as the reference image. The portraits should depict each child as a young explorer with custom details such as hats, binoculars, or holding old style adventure items. Please create various images with natural Australian backgrounds such as Uluru, the Great Barrier Reef, the Twelve Apostles etc. Please make the illustrations have a vintage explorer aesthetic, with warm sepia shading and soft sketch details, matching the tone and artistic feel of the attached reference image. Please make each child look adventurous, curious and ready for exploration."

# Narrative texts

## Narrative texts – Utilising AI



## Narrative texts



Students were inspired to write an imaginative recount **travel journal** of a make-believe class tour to various tourist sites across Australia.

# Narrative texts

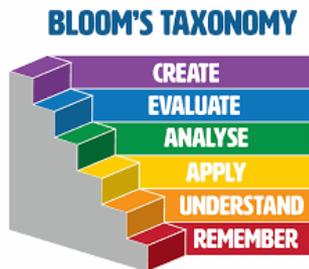
## Travel journals





# Narrative texts

## Narrative texts – Success Criteria



### Creating Success Criteria What do I need to understand, know and do to be successful?

 <p><b>create</b></p>	<ul style="list-style-type: none"> <li>• iMovie video - Travel vlog</li> <li>• Fake travel journal (recounts) with real information</li> </ul>
 <p><b>evaluate</b></p>	<ul style="list-style-type: none"> <li>• Decide where to go</li> <li>• Recommend the place to someone else (what would they like? what could they do there?)</li> <li>• Review your work (spelling, punctuation, sense)</li> </ul>
 <p><b>analyse</b></p>	<ul style="list-style-type: none"> <li>• Decide what information is important</li> <li>• Compare weather</li> <li>• Compare terrain</li> <li>• Compare connection to Country (who are the traditional owners and language group?)</li> </ul>
 <p><b>apply</b></p>	<ul style="list-style-type: none"> <li>• Follow the rules of the places and the community</li> <li>• Draw rock art</li> <li>• Draw beautiful and interesting places that you "visited"</li> </ul>
 <p><b>understand</b></p>	<ul style="list-style-type: none"> <li>• How places are represented on maps (show on a map)</li> <li>• What state or territory you are "visiting"</li> </ul>
 <p><b>remember</b></p>	<ul style="list-style-type: none"> <li>• Australia is Aboriginal land</li> <li>• People are connected to places. They may choose to live, work or visit there.</li> <li>• Sacred places</li> <li>• Climate (hot, humid, warm, boiling // cold, freezing, windy)</li> <li>• Terrain (mountain, hill, plateau, valley, waterfall, plain, bay, beach)</li> </ul>

# Narrative texts

## Narrative texts – Scaffolding, frontloading & resources

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

**Brainstorm - What is the HOOK in your story?**



EAL/D Program – St Peter's Girls' School



### Mind Map – Story Planner

WOW Opener

WHO

WHERE

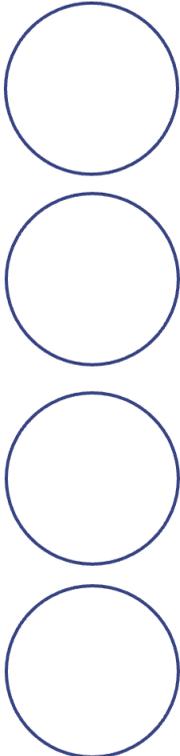
WHAT

**SOMETHING INTERESTING**

**WHAT IS THE PROBLEM?**

**RESOLUTION**

**WHAT HAS BEEN LEARNT?**



Orientation

**1**

Paragraph

**2**

Paragraph

**3**

Conclusion

**4**

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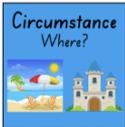


# Narrative texts

## Narrative texts – Scaffolding, frontloading & resources

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Planning your writing



Circumstance  
Where?

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Circumstance  
When?

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Circumstance  
What?

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Circumstance  
Why?

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Circumstance  
How?

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EAL/D Program  


Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Narrative – Story Plan

**Plot ideas**      **WHEN?    WHAT?    WHERE?**

O

**Character ideas**      **WHO?**

O

<b><u>BEGINNING</u></b> of my story	<b><u>MIDDLE</u></b> of my story	<b><u>END</u></b> of my story
<b><u>WHEN?</u></b>  <b><u>WHERE? – THE SETTING</u></b> Opening hook  <b><u>WHAT?</u></b>  <b><u>WHO? –THE CHARACTERS</u></b>	What adventures happen?    What <b>PROBLEMS</b> happen?	What is the <b><u>RESOLUTION</u></b> to your problem?    Sum up your adventure.

EAL/D Program – St Peter's Girls' School.  


# Narrative texts

## Narrative texts – Scaffolding, frontloading & resources

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Narrative – My Aussie Bushwalk



#### VOCAB WORDS

<b><u>BEGINNING</u></b> of my story	<b><u>MIDDLE</u></b> of my story	<b><u>END</u></b> of my story
<b>My Aussie Bushwalk</b>	<b>What adventure happens?</b>  <b>What problem happens?</b>	What is the <b><u>RESOLUTION</u></b> to your problem/adventure?  <b>Sum up</b> your Aussie Bushwalk.

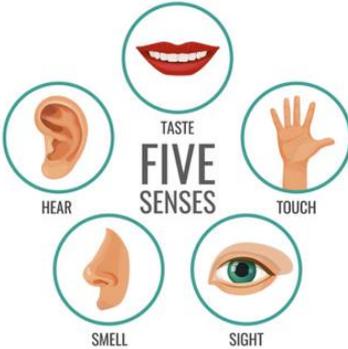
# Narrative texts

## Narrative texts – Scaffolding, frontloading & resources

Name: \_\_\_\_\_

Remember to use your **FIVE SENSES**.

Plan and write some **SENSE words** that you will use.



EAL/D Program  
BY SETTERS  
GIRLS

## Narrative texts – Scaffolding, frontloading & resources

Name: \_\_\_\_\_

**WOW WORDS – Editing, polishing and improving my writing**

Spend time in EAL/D thinking and 'having a go' at extending your WOW Words.



**For example:**

**Happy** = delighted, joyful, cheerful, enchanted

**Good** = interesting, amazing, fabulous, fantastic

**Said** = explained, gasped, muttered, whispered



EAL/D Program – St Peter's Girls' School



### Peer Editing Checklist – EAL/D

Recount Writing

Writer name: \_\_\_\_\_

Peer editors name: \_\_\_\_\_

Date: \_\_\_\_\_

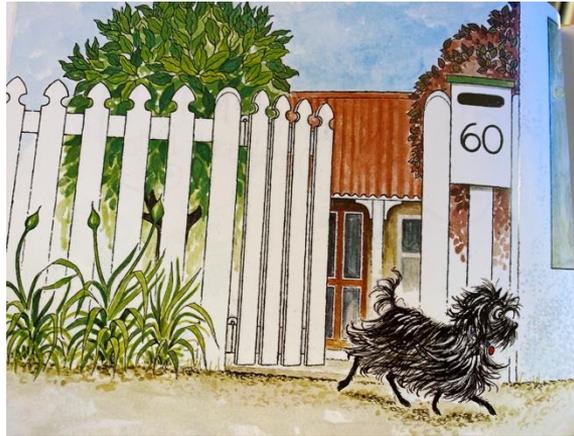
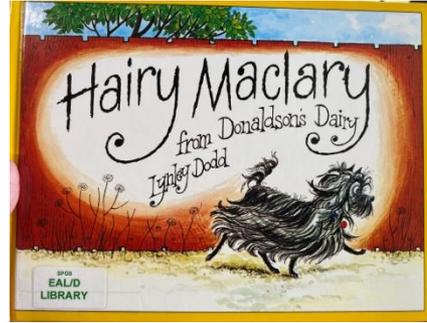
Editing criteria: Tick the box that best fits each criteria	Impressive	Developing	Review and 'Have another go'
You have included descriptive adjectives and noun groups to describe the <u>setting, time, circumstance and atmosphere</u> .			
You have challenged yourself to make your writing interesting for your audience, by <u>starting your sentences in an uncommon way</u> .			
You have included the 'who', 'what', 'when' and 'where' to explain what is happening at the very beginning of your story.			
You have written in well divided <u>paragraphs</u> .			
You have described <u>different events</u> in each paragraphs.			
Each paragraph has a <u>new topic</u> .			
Your writing is <u>interesting</u> and your <u>word choices</u> grab the attention of your reader.			
You have used <u>capitals</u> and correct <u>punctuation</u> .			
You have used descriptive adjectives.			
You have changed your <u>sentence starters</u> so they are not repetitive or boring.			
Your work shows you have checked and polished your <u>spelling</u> .			
Your work shows you have checked and reviewed your <u>grammar</u> .			

EAL/D Program



# Narrative texts

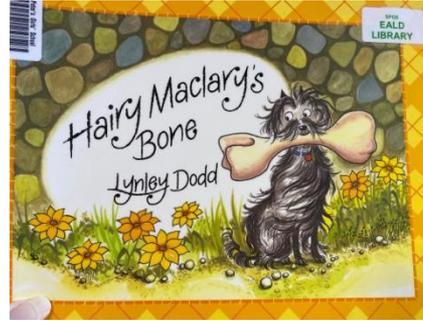
## Narrative texts – Circumstance



Out of the gate  
and off for a walk  
went Hairy Maclary  
from Donaldson's Dairy

# Narrative texts

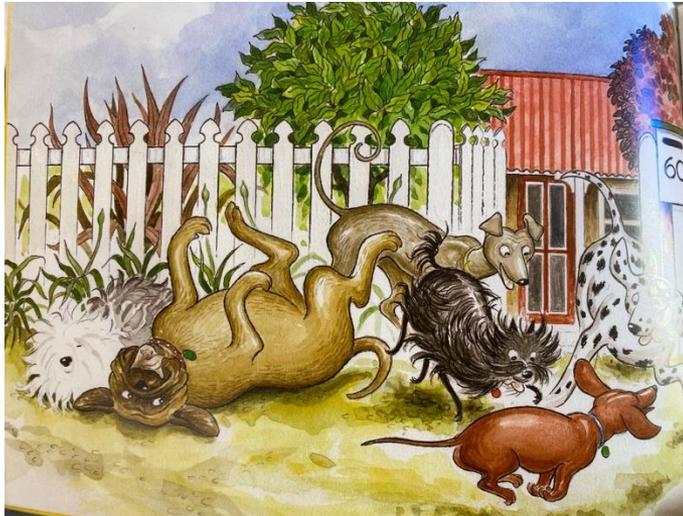
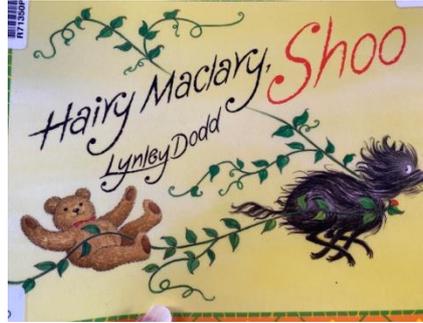
## Narrative texts – Circumstance



Down in the town  
by the butcher's shop door,  
sat Hairy Maclary  
from Donaldson's Dairy.

# Narrative texts

## Narrative texts – Circumstance



Hairy Maclary  
was having some fun,  
messing about  
with his friends  
in the sun.  
Frisky and skittish,  
they romped  
and they ran,  
when . . .

# Narrative texts

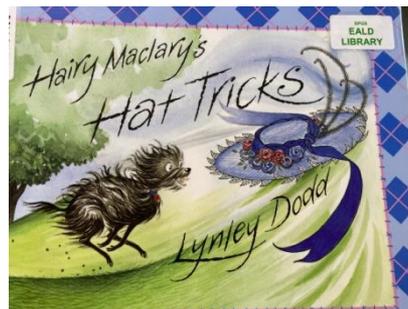
## Narrative texts – Circumstance



With pattering paws  
and a lolloping tum,  
down the front steps  
galloped Schnitzel von Krumm.

# Narrative texts

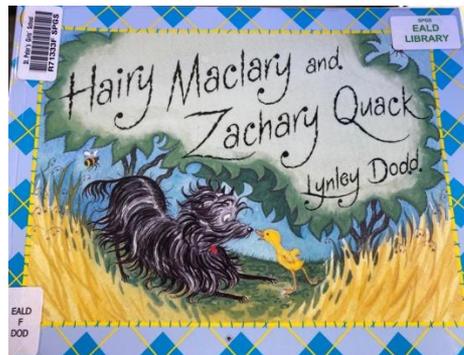
## Narrative texts – Circumstance



SWOOOSH  
went the wind  
in the tops of the trees,  
swishing the branches  
and tossing the leaves.  
It whipped around corners  
and blew over bins,  
it buffeted birds  
into spirals and spins.  
A blusterous, gusterous,  
dusterous day,  
but Hairy Maclary  
was ready  
to play.

# Narrative texts

## Narrative texts – Circumstance



It was drowsily warm,  
with dozens of bees  
lazily buzzing  
through flowers and trees.  
Hairy Maclary decided to choose  
a space in the shade  
for his afternoon  
snooze.  
He dozily dreamed  
as he lay on his back  
when ...

# Narrative texts

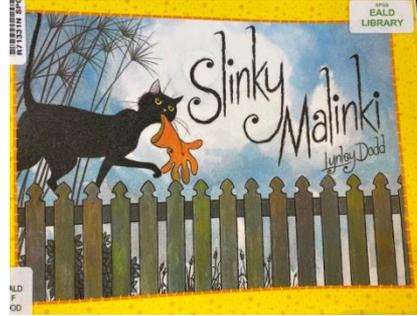
## Narrative texts – Circumstance



Tucked in a hideyhole  
under the stair,  
lay a rickety basket  
in need of repair;  
a chewed-up old cushion,  
a blanket all worn,  
everything broken  
and smelly  
and torn.  
AND . . .  
under the blanket,  
his paws on his tum,  
happily snoring,  
lay Schnitzel von Krumm.

# Narrative texts

## Narrative texts – Circumstance



Slinky Malinki  
was blacker than black,  
a stalking and lurking  
adventurous cat.  
He had bright yellow eyes,  
a warbling wail  
and a kink at the end  
of his very long tail.

# Persuasive texts

## Persuasive texts – Scaffolding, frontloading & resources

Year 2 Persuasive  
Lessons at  
St Peter's Girls' School



### Processes and skills:

Front loading persuasive vocabulary

View a persuasive video

Group discussions after viewing

Creating own/ paired arguments/ reasons for liking or disliking an item.

Sharing back verbally afterwards

# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources

Let's get ready to play **Agree** or **Disagree**.

**Step 1:** Think carefully about each statement.

**Step 2:** Decide if you agree or disagree and hold up your paddle.

**Step 3:** Be ready to share with the class at least one reason for why you agree or disagree with each statement.

Do you have your paddle ready?

**Let's Go!**

<https://www.twinkl.com.au/>



Parents spend too much time on their phones.



Animals should not be kept in the zoo.



# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources



Agree

Disagree



# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources

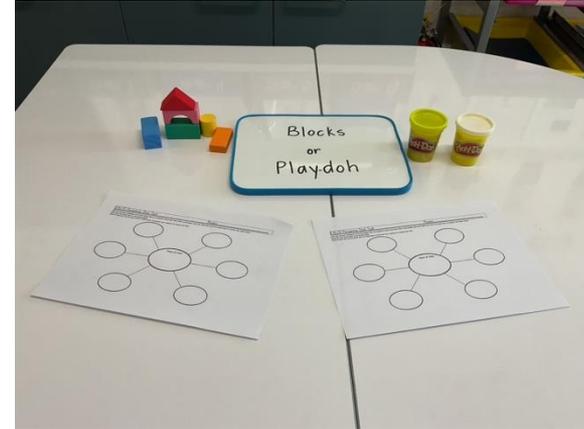
EAL/D Persuasive Oral Task Names: \_\_\_\_\_

With your partner, brainstorm all of the things that are wonderful about your item. Why would people want your item? How can it be used? Why is it better than other items?  
Write your key ideas down in the spaces below.  
Think of what you can say about each of those ideas to persuade your audience to choose your item.

Name of Item:

### Processes and skills:

- Hands on realia allowing student exploration and comprehension of task
- Speaking and listening to peers sharing ideas
- Generating reasons for and against argument
- Documenting key words together
- Sharing back verbally with peers



# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources



# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources

### Lower-level differentiated text:

Copy this text on your writing template.

Add more details to this if you have some great ideas!



I agree that cats make the best pets. They are fun and very loving.

Cats are playful **because** they love to chase toys.  
This makes them fun to watch and play with.

Cats are loving **because** they like to cuddle and purr.  
This makes you feel happy and loved.

In summary, cats are the best pets because they are playful, and loving.  
If you want a pet that is fun and easy, a cat is the perfect choice.

Show exemplar model texts, to demonstrate sentence construction using the conjunction '**because**'.

Co-create sentences together.

Demonstrate using '**because**' to show how it adds more detail in sentences.

The conjunction '**because**'.

Differentiate for student levels.

Include exemplars that cater for individual points of need.

### Model text example: Copy this text from the board.

Add more details to this if you have some great ideas!



I agree that cats make the best pets. They are fun, easy to take care of, and very loving. Let's look at why cats are the perfect choice for a pet.

Firstly, cats are very independent **because** they can take care of themselves. This means they don't need much help from us.

Secondly, cats are playful **because** they love to chase toys. This makes them fun to watch and play with.

Finally, cats are loving **because** they like to cuddle and purr. This makes you feel happy and loved.

In summary, cats are the best pets because they are independent, playful, and loving. If you want a pet that is fun and easy, a cat is the perfect choice.

# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources

EAL/D Program – Persuasive Sentences

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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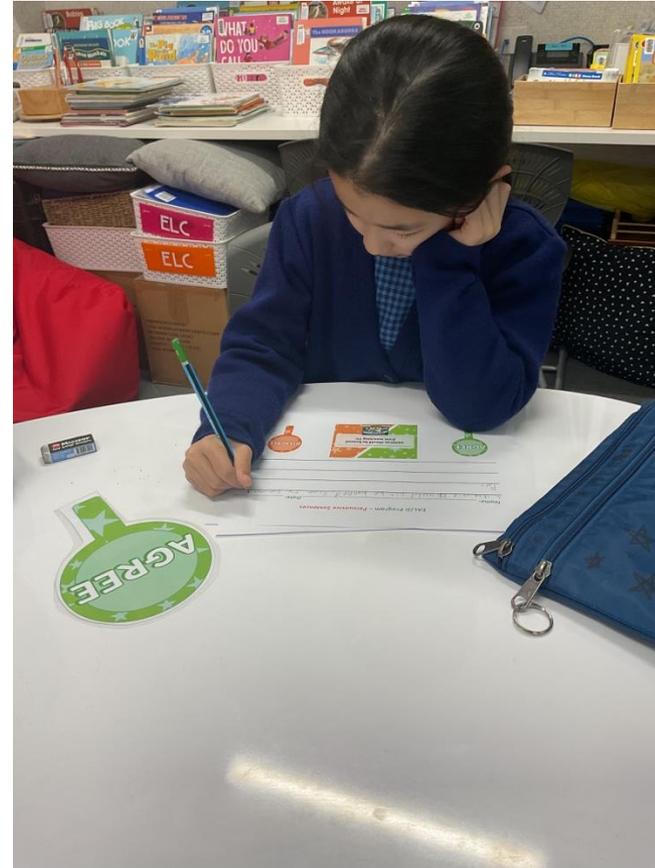
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### Processes and skills:

- Front loading vocabulary and model texts.
- Shared speaking and listening with peers
- Generating reasons for and against argument into verbal sentences together.
- Documenting key words together
- Transferring the verbal sentences into written sentences.



# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources



# Persuasive texts

## Persuasive texts – Oral tasks, scaffolding & resources



# Narrative texts

## Persuasive texts – Oral tasks, scaffolding & resources

Name: \_\_\_\_\_

EAL/D - Persuasive writing planning

We must all act now to save sea turtles!

Facts
Emotive words
Personal pronouns
Alliteration

EAL/D Program  
  
SUPPORTERS  
GIRLS

**3:00pm to 3:10pm:**

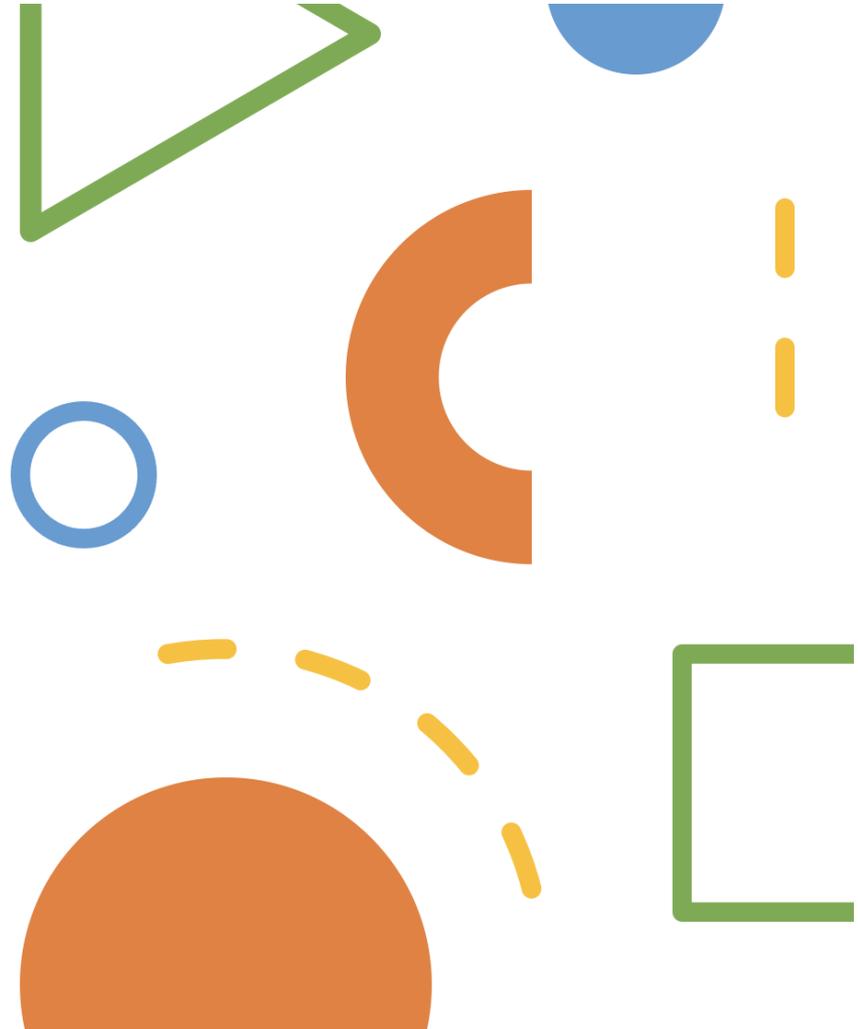
Break

for

Tea,

Coffee

& Chat



# THANKS



**aitsl** Australian Institute  
for Teaching and  
School Leadership  
Limited

Lead Teacher



# THANKS

## An outline of the IPSHA – EAL/D Collegial Group

In 2019, Trish Tynan the EAL/D Specialist at St Peter's Girls' School, identified a gap in teacher professional learning and she created the Adelaide based EAL/D Network Hub, of which she was the inaugural President.

In 2025, the IPSHA – EAL/D Collegial Group has been functioning for seven years under Trish Tynan's leadership and inspiration. This EAL/D network has over 80 registered teachers who gather twice a year for professional workshops.

The changing landscape of English as an Additional Language or Dialect has seen some independent schools experience a significant increase in 'local' and 'international' EAL/D enrolments in the Junior years.

Through parent choice, some younger EAL/D learners are predominantly exposed to their mother tongue and they do not always have 'Standard Australian English' modelled at home.

Consequently, some ELC and Primary EAL/D learners present as 'High Needs' students. Some EAL/D learners are acquiring a range of new vocabulary and they need thinking time and scaffolding to process their dual languages.

Compared to their peers, EAL/D learners may experience significant gaps in their exposure and prior knowledge to 'Standard Australian English'. Notably, a lack of rich English vocabulary can hinder listening and reading comprehension skills.

For EAL/D learners, gaps in their English language functionality can increase when they communicate in the written mode. Their grammar syntax, use of tenses and subject-verb agreement are not always proficient or on par with their peers. EAL/D learners benefit immensely from differentiation, scaffolding and explicit teaching.

Thus, the EAL/D Network Hub consistently aims to share current and relevant pedagogical practices, which inspire and guide educators to better support EAL/D learners.

Two afternoons a year we gather for collegial networking, pertinent guest speakers and the sharing of invaluable EAL/D literacy resources. The EAL/D Network Hub fosters professional learning and early literacy intervention, with the aim of improving EAL/D learning outcomes across all areas of the curriculum.

IPSHA principals receive invitations to our EAL/D Network Hub events. We ask that you promote our EAL/D professional learning with all your educators. Please select and encourage staff who would benefit from explicit EAL/D teaching strategies, to register via the email below for our next EAL/D Network Hub event.

If you have any queries about the EAL/D Network Hub, please contact our president Trish Tynan, who is the EAL/D Specialist at St. Peter's Girls' School: [ttynan@stpetersgirls.sa.edu.au](mailto:ttynan@stpetersgirls.sa.edu.au)

Kind regards,

Trish Tynan  
EAL/D Specialist

# IPSHA EAL/D Collegial Group



**New President**

IPSHA EAL/D Collegial Group

**Jade Peartree • EALD Teacher**

**P (08) 8168 5555**

**E [jpeartree@standrews.sa.edu.au](mailto:jpeartree@standrews.sa.edu.au)**



St Andrew's School acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters, communities, and cultures.

IMPORTANT: This message may contain confidential information. If you think it was sent to you by mistake, please delete all copies and advise the sender. Please consider the environment before printing this email.

# THANKS

Hi Everyone,

Trish Tynan is graciously stepping down from her position as the IPSHA EAL/D Hub President! She has served our community for many years, and we would like to take this opportunity to thank her for sharing her expertise, organising the IPSHA EAL/D Hub meetings and being a mentor and specialist in the EAL/D field.

Please join us by adding a special message of thanks and appreciation for Trish in this digital card.

Thank you  
Warm regards

Annalisa Cecere and Jade Peartree



**Trish Tynan**

EAL/D Specialist Teacher

English As A Second Language (SA)

**Please scan this QR Code to  
write on the digital card**



# EAL/D Resources

## Westminster School EAL/D Resources



## Westminster School EAL/D Resources

### What Are Your Go-To EAL/D Resources?

- What resources do you find most effective for supporting EAL/D students at different language proficiency levels?  
*(e.g. beginning, emerging, developing, consolidating)*
- Are there specific tools, texts, or platforms that have transformed your teaching or students' engagement?
- Have you used any multilingual or culturally responsive resources that helped build connection and confidence?
- What resources have worked well for collaboration with classroom teachers or inclusive education teams?



# Westminster School

## EAL/D Resources

<https://www.menti.com/aldr34fcv3zc>

Code: 1788 7712



## EAL/D Partnerships to inform and improve practice



**St Columba** College  
A joint Anglican and Catholic College



Westminster School



Westminster School

## EAL/D Partnerships to inform and improve practice

### **Builds Trust and Confidence:**

EAL students feel safe, supported, and empowered to take language risks.

### **Targets Individual Language Goals:**

Teachers can personalise support based on students' real-time needs, strengths, and interests.

### **Encourages Student Voice:**

Students actively participate in learning choices, goal setting, and feedback.



## EAL/D Partnerships to inform and improve practice

### Benefits of Visiting Other Schools

#### **Sharing Best Practice:**

Teachers observe new strategies and models that have proven effective in similar contexts.

#### **Inspiration and Innovation:**

Exposure to different environments sparks fresh ideas and classroom approaches.

#### **Collaborative Professional Learning:**

Builds a network of EAL educators for ongoing reflection, dialogue, and support.

#### **Improves Practice:**

Reflection after visits leads to refined, evidence-based strategies tailored to your school.



# Reciprocal Visits

## EAL/D Partnerships Reciprocal School Visits

EAL/D IPSHA Hub Group Reciprocal School Visits				
Name	School	Role	Email	Phone Number
Sallyanne		Personalised Learning		
MARNI EAST		EAL/D		
Shiji Li		Chinese Teacher		
Annalisa Cecere		EM/0		
Tamarina Passalunghi		EAL/D		
Jade Pearce		EAL/D		

### EAL/d Hub Group - Google Drive

The screenshot shows a Google Drive interface. On the left is a sidebar with navigation options: Home, My Drive, Computers, Shared with me, Recent, Starred, Spam, Bin, and Storage. The main area shows a search bar and a breadcrumb path: Shared with me > EAL/d Hub Group > EAL/D Pedagogy. Below the path are filters for Type, People, and Modified. The 'Files' section displays four document thumbnails:

- 01 LEAP-Assess...**: A PDF document titled 'EAL/D | ASSESSMENT AND SUPPORT MATERIALS Learning English: Achievement and Proficiency (LEAP) ASSESSMENT AND MONITORING'.
- EAL-D Teaching a...**: A PDF document titled 'EAL-D Teaching a...' featuring a circular diagram with 'PROFICIENT' at the center, surrounded by 'PROFICIENT', 'EMERGING', and 'BEGINNING' levels.
- LEAP Levels - AC...**: A Word document titled 'LEAP Levels - AC...' containing text about LEAP Levels and ACARA EAL/D Progression & ACARA Literacy Progression.
- LEAP Targeted str...**: A PDF document titled 'LEAP Targeted str...' with the text 'Learning English: Achievement and Proficiency (LEAP) TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY'.

### EAL/d Hub Group - Google Drive

Shared with me > EALd Hub Group

Files

1 LEAP Introduction.pdf

01 LEAP-Assessment-M...

1 learning-english-achie...

1 learning-english-achie...

1 Persuasive and Evalua...

2020 Version 3 National...

2021 - BoFY Shortlisted ...

ACARA - 90 pages EAL- ...

ACARA - EAL- D Advice f...

ACARA - EAL-D Learning...

ACARA - EAL-D Overvie...

ACARA EAL-D-Progress...

ACARA Literacy Learnin...

learning-english-achie...

LEVELS 1-6 LANGUAGE

LEVELS 1-6 ORAL LANGUAGE

LEVELS 7-10 LANGUAGE

LEVELS 11-14 LANGUAGE

TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY

NSW EAL-D Advice for s...

VIC Literacy Tool Kit.pdf

# Resource Sharing

# EAL/D Google Drive

## EAL/d Hub Group - Google Drive

The screenshot displays a Google Drive interface for a shared folder named 'EAL/d Hub Group'. The interface includes a search bar at the top, a navigation sidebar on the left, and a main content area showing a grid of files and folders. The files and folders are organized into two rows: 'Folders' and 'Files'. The 'Folders' row contains items like 'Bump it up' Walls, Articles Navigating..., Digital Resources, EAL/D Assessment..., EAL/D Pedagogy, EAL/D Top Tips, HASS/Science Sco..., Hub Photos, Presentation/ Vide..., Translating/Assess..., and Vocabulary Instruc... The 'Files' row contains various documents, including '1 LEAP Introductio...', '01 LEAP-Assesse...', '1 learning-english-...', '1 learning-english-...', '1 Persuasive and Ev...', '2020 Version 3 Natl...', '2021 - BofY Shortli...', 'ACARA - 90 pages ...', 'ACARA - 90 pages ...', 'ACARA - EAL- D A...', 'ACARA - EAL-D Le...', 'ACARA - EAL-D Ov...', 'ACARA EAL-D-Pro...', 'ACARA Literacy Le...', 'learning-english-a-...', 'learning-english-a-...', 'learning-english-a-...', and 'learning-english-a-...'. The files are represented by thumbnails showing document covers or content snippets.

This link has been emailed to you 😊

<https://v9.australiancurriculum.edu.au/student-diversity>

## V.9 ACARA Student Diversity

 <p><b>Planning for diversity</b></p> <p>Learn about students' diverse learning needs and how to make adjustments to meet the needs of all learners.</p> <p>→</p>	 <p><b>Meeting the needs of students with disability</b></p> <p>Learn how to support students with disability to access the Australian Curriculum.</p> <p>→</p>	 <p><b>Meeting the needs of gifted and talented students</b></p> <p>Explore ways to provide rigorous, relevant and engaging learning for gifted and talented students.</p> <p>→</p>
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 <p><b>Meeting the needs of students for whom English is an additional language or dialect</b></p> <p>Learn how to identify challenges for EAL/D students and to support their English language learning.</p> <p>→</p>	 <p><b>Jurisdiction and sector resources</b></p> <p>→</p>
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### Student diversity

School students come from different social, cultural, community and family backgrounds. They also have a wide range of physical, cognitive, sensory and social-emotional abilities. Each student brings unique experiences, strengths and ideas to school.

The Australian Curriculum promotes the development of inclusive teaching and learning programs by building on students' interests and abilities. ACARA is committed to providing a curriculum that supports all students to access, participate and progress in their learning.

The Australian Curriculum provides all students with equitable access to a curriculum that encourages excellence and high expectations for all students.

On this page you'll find links to resources that help teachers respond to student diversity.



[Home](#) > [Student diversity](#) > [EAL/D students](#)

## EAL/D students

Australia is a culturally and linguistically diverse nation with many students for whom English is an Additional Language or Dialect (EAL/D) accessing the Australian Curriculum. Many are learning English as a third or fourth language and come from varied backgrounds, experiences and English language proficiencies. This group includes First Nations Australian learners who may have rich language experiences and who do not use Standard Australian English (SAE).

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Definition of students for whom English is an Additional Language or Dialect



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English as an additional language or dialect (EAL/D) Overview

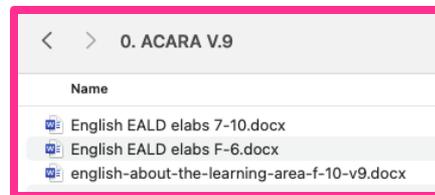


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Considerations for teachers



Refer to [jurisdiction and sector specific information](#) for more advice and policy direction.



# V.9 ACARA

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 Australian CURRICULUM

**ENGLISH**

**F-10 Version 9.0**  
Curriculum content F–6

Australian Curriculum, Assessment and Reporting Authority 

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	<ul style="list-style-type: none"> <li>• <b>EALD students may benefit from:</b> <ul style="list-style-type: none"> <li>• sharing texts from the students' culture and home language</li> </ul> </li> </ul>
<p>understand conventions of print and screen, including how books and simple digital texts are usually organised</p> <p>AC9EFLA04</p>	<ul style="list-style-type: none"> <li>• learning that Standard Australian English in written texts is read from left to right and usually from top to bottom of the page</li> <li>• identifying tabs in a digital text</li> <li>• discussing the placement of images and words in text</li> <li>• indicating the title of a book and where to start reading</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• demonstrations of the print representation of spoken texts</li> </ul>
<p><b>Sub-strand: Language for expressing and developing ideas</b></p>	
<p>recognise that sentences are key units for expressing ideas</p> <p>AC9EFLA05</p>	<ul style="list-style-type: none"> <li>• learning that word order in sentences is important for meaning; for example, "The boy sat on the dog." "The dog sat on the boy."</li> <li>• recognising the difference between a sentence fragment and a sentence; for example, "after school," "Dad will pick me up after school."</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• repeated oral models of a range of sentences and opportunities to practise them</li> </ul>
<p>recognise that sentences are made up of groups of words that work together in particular ways to make meaning</p> <p>AC9EFLA06</p>	<ul style="list-style-type: none"> <li>• learning how words in a sentence relate to one another; for example, connecting a cat (noun) to ate (verb), or black (adjective) to a cat (noun)</li> </ul> <p><b>EALD students may benefit from:</b></p>

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They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

<p><b>Strand: Language</b> <span style="float: right;"><b>Foundation</b></span></p>	
<p><b>Sub-strand: Language for interacting with others</b></p>	
<p><b>Content descriptions</b></p> <p><i>Students learn to:</i></p> <p>explore how language is used differently at home and school depending on the relationships between people</p> <p>AC9EFLA01</p>	<p><b>Content elaborations</b></p> <p><i>This may involve students:</i></p> <ul style="list-style-type: none"> <li>• asking relevant questions, and expressing requests and opinions in ways that suit the contexts</li> <li>• learning to use language according to the relationship between people; for example, between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• models of the language used in informal peer conversations and more formal teacher/student dialogue</li> </ul>
<p>explore different ways of using language to express preferences, likes and dislikes</p> <p>AC9EFLA02</p>	<ul style="list-style-type: none"> <li>• recognising how feelings and preferences might be communicated in speech and gesture</li> <li>• recognising the ways emotions and feelings can be conveyed in visual and media texts; for example, in advertising and animations</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• using visual supports and role play to model expressing feelings and preferences</li> </ul>
<p><b>Sub-strand: Text structure and organisation</b></p>	
<p>understand that texts can take many forms such as signs, books and digital texts</p> <p>AC9EFLA03</p>	<ul style="list-style-type: none"> <li>• comparing images in informative and imaginative texts, and identifying similarities and differences</li> <li>• comparing different ways information might be presented; for example, on a sign or in a set of instructions</li> <li>• identifying different forms of texts in school, home and community settings; for example, crossing signs, hand washing signs, directions and product labels</li> <li>• understanding that many First Nations Australians' stories are oral narrations and cultural accounts, and may be represented as or with images</li> </ul>

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	<ul style="list-style-type: none"> <li>• practising sentences supported with gestures, objects and images to demonstrate the meaning of any new vocabulary</li> </ul>
<p>explore the contribution of images and words to meaning in stories and informative texts</p> <p>AC9EFLA07</p>	<ul style="list-style-type: none"> <li>• recognising that texts can be interpreted differently when only the words or only the images are read or viewed</li> <li>• identifying where written text is reflected in accompanying images and where written text is not captured in images</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• use of images that are culturally sensitive or support in understanding images which have a cultural context</li> </ul>
<p>recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school</p> <p>AC9EFLA08</p>	<ul style="list-style-type: none"> <li>• identifying learning area-specific words when learning new topics or engaging in imaginative play; for example, role-playing a shopkeeper and a customer</li> <li>• identifying words for a topic studied at school; for example, words relevant to the topic of families</li> <li>• expanding vocabulary through informal interactions and planned experiences with adults and peers, texts, images, and artefacts or objects</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• learning words in meaningful groups such as adjective + noun with visual and physical prompts</li> </ul>
<p>identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end</p> <p>AC9EFLA09</p>	<ul style="list-style-type: none"> <li>• commenting on capital letters encountered in everyday texts; for example, "That's the letter that starts my name." "The name of my family and my town have capital letters."</li> </ul> <p><b>EALD students may benefit from:</b></p> <ul style="list-style-type: none"> <li>• understanding the relationship between the symbol, its meaning and its function through teacher modelling when reading aloud.</li> </ul>
<p><b>Strand: Literature</b> <span style="float: right;"><b>Foundation</b></span></p>	
<p><b>Sub-strand: Literature and contexts</b></p>	

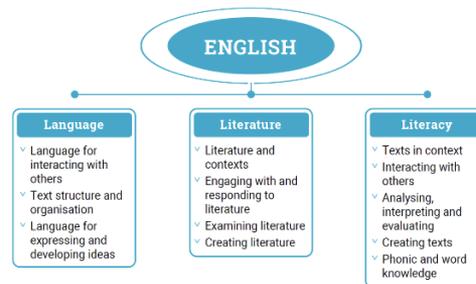
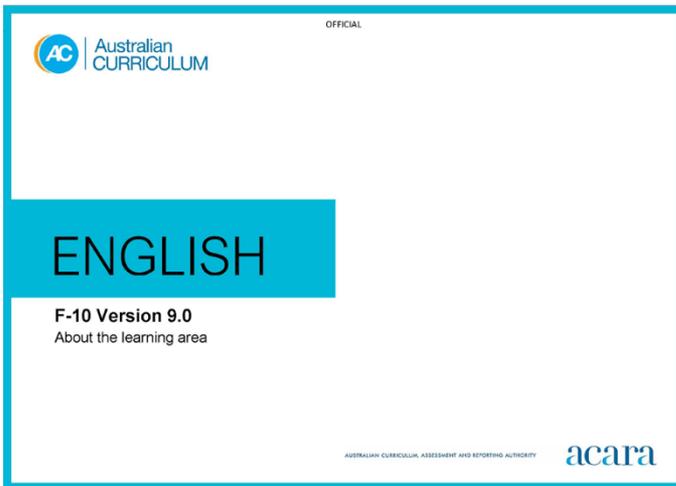


Figure 1: English content structure

#### Language strand

In the *Language* strand, students develop their knowledge of the English language and how it works. Students learn how language enables people to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions. Oral language is the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary. Language operates within a contextual framework, in which choices vary according to topics, purpose and audience. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as a system. This enables them to reflect on their own

## Aims

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

**Next meeting**



[www.ipsha.org.au](http://www.ipsha.org.au)

Independent Primary School Heads of Australia Ltd. ACN 059 221 877 ABN 31 059 221 877

SA BRANCH

## **EAL/D Collegial Group Meeting**

**Wednesday 18th March 2026**

**St Andrew's School**

**Term 1 - Week 8, 2026**

**Hosted by Jade Peartree**

## **EAL/D Collegial Group Meeting**

**Wednesday 9<sup>th</sup> September 2026**

**? School**

**Term 3 - Week 8, 2026**

**Hosted by .....**

## Next meetings

# Roster for next meetings

## 2026

Term 1, Week 8 - Wednesday

St Andrews School - Term 1

Term 3, Week 8 - Wednesday

.....?...... School - Term 3

## 2027

Term 1, Week 8 - Wednesday

.....?...... School - Term 1

Term 3, Week 8 - Wednesday

.....?...... School - Term 3

# Differentiation

**Differentiation**

**is not**

**'modifying'**

**or**

**'simplifying'.**

**Differentiation**

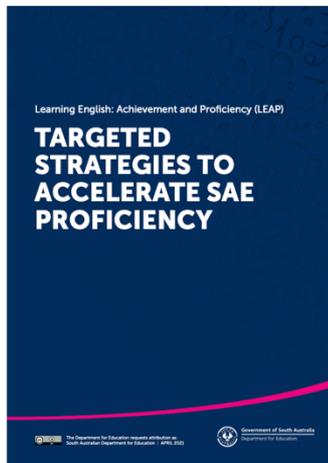
**is enhancing,**

**adding and**

**clarifying.**

# Differentiation

## Learning English: Achievement and Proficiency (LEAP)



The primary purpose of LEAP is to support the assessment, recording, tracking and reporting of SAE language and literacy development, which is typically based on a set of student work samples (the production of spoken, written or multimodal texts). Therefore, LEAP takes up elements of Speaking and Listening and Writing only. While the focus of the levels is on the productive, receptive skills of Listening are included in the lower Levels, Levels 1-4 as these provide evidence of progression in the early stages of language learning. Since LEAP focuses on assessing English proficiency levels, it does not include mode-dependent aspects such as Handwriting and Keyboarding, Punctuation and Spelling, nor does it include strategies and processes such as those included in the Writing – Creating texts sub-element, eg crafting ideas.

The 5 sub-elements taken up from the National Literacy Learning Progression are:

- Listening
- Interacting
- Speaking
- Creating texts
- Grammar

rather than include Vocabulary as a sub-element of Speaking with general statements which then refer to Grammar as the Literacy Progression does, LEAP makes it clear that the specific descriptions and examples included under Grammar are utilised in both Oral language and Language.

### LEAP

#### Oral language

- Listening
- Interacting
- Speaking
  - As per language, Grammar including Vocabulary and Grammatical accuracy

#### Language

- Creating texts
  - General descriptors
  - Text forms of Informative, Persuasive and Recounts and Narratives (Imaginative and Factual)
- Grammar
  - Whole text level
  - Sentence level
  - Group and word level
    - Vocabulary
    - Grammatical accuracy

### National Literacy Learning Progression

#### Reading and viewing (and all its sub-elements)

#### Speaking and listening

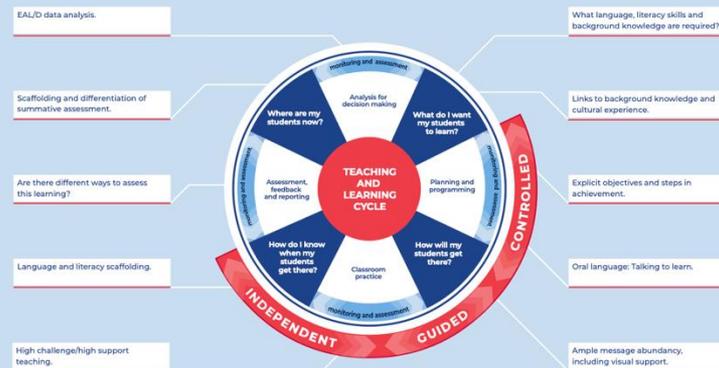
- Listening
- Interacting
- Speaking
  - Vocabulary (general statements which then refer to grammar)

#### Writing

- Creating texts: Informative, Persuasive and Imaginative indicators at higher levels
  - Crafting ideas
  - Text forms and features
  - Vocabulary
- Grammar
  - Whole text level
  - Sentence level
  - Group and word level
  - Grammatical accuracy

Learning English: Achievement and Proficiency (LEAP) | INTRODUCTION | 7

## EAL/D – Enhanced Teaching and Learning Cycle



## LEAP Levels – available on ‘SA Department of Education’ website

<https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/curriculum-programs/english-additional-language-or-dialect-program>

### Learning English: Achievement and Proficiency (LEAP) Levels

In 2021, Learning English Achievement and Proficiency (LEAP) Levels replaced the Language and Literacy levels.

LEAP Levels describe the development of language needed across the year levels to access and demonstrate curriculum knowledge, skills and understandings for all learning areas.

The LEAP Levels focus on the productive aspects of language and literacy (spoken, written and multi-modal texts).

The LEAP Levels listed below are **primarily an assessment, monitoring and reporting tool to be used to inform programming and planning for EALD learners.**

- [LEAP introduction \(PDF 1.4MB\)](#)
- [LEAP informative texts \(PDF 107.9KB\)](#)
- [LEAP persuasive and evaluative texts \(PDF 124KB\)](#)
- [LEAP recounting and narrating texts \(PDF 110KB\)](#)
- [LEAP Levels 1-6 oral language \(PDF 211 KB\)](#)
- [LEAP Levels 1-6 language \(PDF 238KB\)](#)
- [LEAP Levels 7-10 language \(PDF 470KB\)](#)
- [LEAP Levels 11-14 language \(PDF 3.2MB\)](#)
- [LEAP Levels strategies \(PDF 1.3MB\)](#)
- [LEAP glossary \(PDF 1.6MB\)](#)

# LEAP Levels – ACARA Alignment

The LEAP Levels (*Learning English Achievement Proficiency*) are aligned to the

ACARA EAL/D Progression & ACARA Literacy Progression

Writing Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Year Level in Australian school				R	1	2	3	4	5	6	7	8	9	10	
Literacy Phase Years R - 10				Beginning			Emerging		Developing			Consolidating			

## ACARA Phases of Language Learning

Consolidating	Students who have a sound knowledge of spoken and written English, including a growing competency with academic language. English language use is close to same age peers.
Developing	Students who are further developing their knowledge of print literacy and oral language competency with English.
Emerging	Students who have a growing degree of print literacy and oral language competency with English.
Beginning	Students with some print literacy in their first language. A subcategory, Limited Literacy Background, is included to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language.





# LEAP Levels



<https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/curriculum-programs/english-additional-language-or-dialect-program>

LEAP	EAL/D Teacher Resource
<p><b>Purpose</b></p> <p>assist teachers, schools and systems to monitor and report the language and literacy progress of all students, particularly high needs students such as EALD students</p> <p>highlight the size of any gap between a student's English language level and that expected for them to access the curriculum at their year level, thus enabling teachers, schools and systems to determine the level of student need</p> <p>inform and direct allocations of EALD funding</p> <p>inform learning design through the identification of key teaching points, learning goals and language level targets</p>	<p><b>Purpose</b></p> <p>advise teachers about areas of the Australian Curriculum that EALD students may find challenging and why</p> <p>assist classroom teachers to identify where their EALD students are broadly positioned on a progression of English language learning across the macro-skills (listening, speaking, reading/viewing and writing)</p> <p>help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom</p> <p>provide examples of teaching strategies supportive of EALD students</p> <p>direct teachers to additional relevant and useful support for teaching EALD students</p>

# Level Rubric

## PERSUASIVE AND EVALUATIVE TEXTS – TEXT FORMS AND FEATURES

Level 1–2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14
		<b>Exposition (argument)</b> Relying heavily on modelled texts, writes a brief statement of position, one or two brief reasons in support and restates position.	<b>Exposition (argument)</b> Based on modelled texts, constructs a simple statement of position, with one or two simple reasons and restates position.	<b>Exposition (argument)</b> Constructs brief introduction and series of points/reasons (3–5) with little or no elaboration to support them.	<b>Exposition (argument)</b> Begins with a simple statement of position in a brief introduction and provides a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion. Or arguments may be separated into 1 or 2 sentence paragraphs).	<b>Exposition (argument)</b> Organises texts in simple logical order. Begins to provide a simple introduction with a clear position statement. Gives simple introductions or uses topic sentences for each simply stated argument. Uses paragraphs on basis of change of argument or focus. Position may be weak or inconsistent across text.	<b>Exposition (argument)</b> Constructs an introduction to support and orient the reader; simple elaborated arguments that support their position with topic sentences; and basic evidence that restates the position. Controls longer paragraphs. Effectively persuades in some sections of the text, though logic may be weak or inconsistent across the text.	<b>Exposition (argument/discussion)</b> Composes a more developed introduction that takes a clear position and foreshadows the arguments; provides arguments with some evidence and/or examples to sustain a clear persuasive line/perspective; and ends with a basic conclusion. Demonstrates tentative control of organisation/ paragraphs for a discussion.	<b>Exposition (argument/discussion/issue analysis)</b> Composes a more complex introduction that orients the reader to the persuasive premise; analyses and combines information from more than one source to develop arguments; uses topic sentences to sustain longer arguments/discussions; and a more developed concluding paragraph that sums up, recommends or reiterates.	<b>Exposition (argument/discussion/issue analysis)</b> Composes longer texts with an introduction that logically connects key points; arguments with topic sentences that reinforce key points; effective elaborations through judicious selection of supporting evidence which includes more varied stages, eg a description or explanation supporting an argument, counter arguments or refutations; and a longer concluding paragraph that reinforces writer position by choosing well from the new information in the text.	<b>Exposition (argument/discussion, debate/issue analysis)</b> Composes longer, sustained texts, well supported with logically connected arguments with well-chosen evidence and effective explanations, anticipating reader knowledge and possible bias and accommodating these; and well-developed concluding paragraphs that reinforce writer position by choosing skilfully from the text.	<b>Exposition (argument/discussion, debate/issue analysis)</b> Composes cohesive, cogent and robust arguments on complex learning area topics. May vary structure such as beginning with a description of a scenario as a dramatic introduction; strategically organised, evidence-based arguments; and effective conclusions that synthesise points of argument to arrive at a new perspective. Able to speak or write from the viewpoint of others.
	<b>Design/product evaluation</b> Orally describes and uses drawings or models to record design ideas. Says/writes 1–2 clauses/fragments to very simply evaluate a product or process (good/bad) based on their feelings.	<b>Design/product evaluation</b> Orally describes need/problem and design idea accompanied by drawings or models. Says/writes 1–2 clauses/fragments to simply evaluate a product or process based on personal feelings and likes/dislikes.	<b>Design/product evaluation</b> Says/writes a sentence to identify a problem/ need. Draws and says/writes a few steps for design solution. Says/writes 1–2 sentences to evaluate product based on likes/dislikes.	<b>Design evaluation</b> Using a template provided, composes early macro-genres. Identifies a problem; records design ideas using labelled drawings; lists a sequence of steps; and includes a short, simple evaluation of ideas, processes and solutions against criteria developed with guidance.	<b>Design evaluation</b> Using a template provided, composes macro-genres with: an outline of simple need or problem; a record of design ideas; a sequence of steps; and a short, simple evaluation of ideas, processes and solutions against criteria developed with guidance.	<b>Design evaluation</b> Using a template provided, composes macro-genres with: an outline of need, problem or opportunity; a record of design ideas; a planned sequence of steps; and a short evaluation of ideas, processes and solutions against criteria developed with guidance.	<b>Design brief</b> Using a template provided, composes macro-genres with: a short description of need, problem or opportunity; a record of design ideas; a plan of processes; and a short evaluation of ideas, processes and solutions against negotiated criteria.	<b>Design brief</b> Using a template provided, composes macro-genres with: a description of need, opportunity or problem; a record of design ideas; a project plan recording processes and resources; and a short evaluation of ideas with reason for selected idea/s, processes and solutions against negotiated criteria.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Using a template provided, composes macro-genres with: a short introduction (design brief) outlining the outcome to be achieved and any constraints; an implementation plan/record; and a short evaluation, assessing processes and outcome of the task against their criteria for success.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Using a template provided, composes macro-genres with: an introduction (design brief) outlining the outcome to be achieved, success criteria and any constraints; an implementation plan/record; and an evaluation, assessing the outcome of the task against the criteria for success.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Composes macro-genres with: a design brief outlining the need, aim to be achieved, constraints and specifications; an implementation plan and log of processes; an evaluation of outcome against success criteria; and optional production and marketing pitch.	<b>Design brief and evaluation/performance improvement plan/practitioner statement</b> Composes macro-genres with: a design brief outlining the need, aim to be achieved, constraints and specifications; an implementation plan and log of processes; an evaluation of outcome against brief and suggested improvements; and optional production and marketing pitch.

Continued on page 2



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# LEAP Levels

## LEAP Evidence to inform teaching and learning

The overall Level is the Level where most of the evidence sits. For EDSAS, the overall Level is assigned to a student set of evidence (2 texts). Attach a copy of the recording sheet to the set and retain for external moderation.

Name	Date	Overall Level
<b>Language aspect and threads</b>	<b>Evidence /Teaching points</b>	<b>Levels</b>
<b>Creating texts/TF&amp;F/Oral: L5, 1</b>		
<b>Cohesive devices</b> <ul style="list-style-type: none"> <li>pronouns</li> <li>text connectives</li> </ul>		
<b>Sentence Structure</b> <ul style="list-style-type: none"> <li>coordinating conjunctions</li> <li>subordinating conjunctions</li> <li>non-finite clauses</li> <li>relative clauses</li> </ul>		
<b>Verbs &amp; verb groups</b> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>action</li> <li>relating</li> <li>mental</li> <li>saying</li> </ul>	<b>Grammatical accuracy</b> <ul style="list-style-type: none"> <li>negatives &amp; modals</li> <li>multiword groups</li> <li>tense</li> </ul>	
<b>Adverbials as</b> Circumstances <ul style="list-style-type: none"> <li>time</li> <li>manner</li> <li>role</li> <li>contingency</li> </ul>	<ul style="list-style-type: none"> <li>place</li> <li>cause</li> <li>angle</li> </ul>	
<b>Nouns and noun groups</b> <ul style="list-style-type: none"> <li>key nouns/nominalisation</li> <li>articles/pointers</li> <li>details in front: numbers, descriptors, classifiers</li> <li>details after: qualifiers</li> </ul>		
<b>Evaluative Language</b> <ul style="list-style-type: none"> <li>express feelings</li> <li>evaluate things</li> <li>judge characters</li> <li>vary intensity</li> <li>modality</li> </ul>		

### Learning Goals:

## LEAP evidence to inform teaching and learning record

The overall Level is the Level where most of the evidence sits. For EDSAS, the overall Level is assigned to a student set of evidence (2 texts).

Attach a copy of the recording sheet to the set and retain for external moderation.

## LEAP evidence to inform teaching and learning record

The overall Level is the Level where most of the evidence sits. For EDSAS, the overall Level is assigned to a student set of evidence (2 texts).

Attach a copy of the recording sheet to the set and retain for external moderation.

### LEAP Recording and tracking sheet

Name	Dates													
Language aspect	Level 1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Creating texts</b> <ul style="list-style-type: none"> <li>TF&amp;F</li> <li>Oral: L5, 1</li> </ul>														
<b>Cohesive devices</b> <ul style="list-style-type: none"> <li>pronouns</li> <li>text connectives</li> </ul>														
<b>Sentence Structure</b> <ul style="list-style-type: none"> <li>simple</li> <li>compound</li> <li>complex (subordinating conjunction, non-finite clauses, relative pronoun)</li> </ul>														
<b>Verbs and verb groups</b> <ul style="list-style-type: none"> <li>action</li> <li>relating</li> <li>mental</li> <li>saying</li> </ul>														
<b>Grammatical accuracy</b> <ul style="list-style-type: none"> <li>negatives &amp; modals</li> <li>multiword groups</li> <li>tense</li> </ul>														
<b>Adverbials as</b> Circumstances <ul style="list-style-type: none"> <li>time</li> <li>manner</li> <li>angle</li> <li>contingency</li> </ul>														
<b>Nouns and noun groups</b> <ul style="list-style-type: none"> <li>key nouns and nominalisations</li> <li>articles/pointers</li> <li>details in front: numbers, descriptors, classifiers</li> <li>details after: qualifiers</li> </ul>														
<b>Evaluative language</b> <ul style="list-style-type: none"> <li>express feelings</li> <li>evaluate things</li> <li>judge characters</li> <li>vary intensity</li> <li>modality</li> </ul>														

# LEAP Levels

## CESA LEAP Recording and Monitoring Rubric: Levels 1-8 written language

Print A3 - Refer to full LEAP Levels for details

Date					
LEAP Level					

Name: \_\_\_\_\_

	Features	Level 1	Level 2	Level 3	Level 4 (Rec)	Level 5 (Yr 1)	Level 6 (Yr 2)	Level 7 (Yr 3)	Level 8 (Yr 4)
CREATING TEXTS	<b>Text types &amp; forms</b> <b>Paragraphs</b> <b>Topic Sentences (TS)</b>	Copies a few words. May 'play' write random letters & symbols	Copies short sentences Writes 1-2 words Labels pictures	Simple phrases or strings of words. 2-3 phrases about self or visuals. Logical order.	Short elementary genre. Ideas presented in logical order.	Familiar learning area genres Writes a little detail about events & participants.	Constructs simple genre Known topic information Familiar, mostly spoken-like language structures.	Independently composes elementary genres with number of stages / events Support ideas with some detail & elaboration. <b>Begins to use paragraphs</b> that focus on one, or related ideas. May reflect stages of the text.	Independently composes elementary genres with appropriate structural features Simple, logically ordered, mainly one idea or event. <b>Begins to use topic sentences.</b> More developed genres with aid of headings or questions.
	<b>References</b>	Thread begins at L2	1-2: I, he	Basic accuracy: we, it, you, my	<i>it, they, he, she, him, her, our, their, your, his, her</i>	Simple, mostly accurate to refer back to named people and objects: <i>I have a bird. It can talk: People give us red packets. They have coins in them.</i>	Mostly accurate – links people and things across text.	Track multiple places, things. Begins to refer back: <i>His ration was... This was...</i>	
WHOLE TEXT: Cohesive Devices	<b>Text connectives</b>	Thread begins at L6					S1-2 simple connectives: <b>and, then, now, also, so, after</b>	Simple, logical connectives to organise sentences & paragraphs: <b>firstly, secondly, next</b>	Simple, everyday: <b>first; at first; after that; next time; in the end</b>
	<b>Sentence openers: Circumstances</b> <b>Subordinate clauses</b> (time, place, manner, cause, comparison, contingency, angle)	Thread begins at L3	Simple, repetitive, relies on model text: <i>I am fishing. I catch The wolf look like a dog. The wolf eat mouse.</i>	Simple, repetitive but independent: <i>They all jumped in the mud. They all jumped in again. Repetitive topic: Dunby has one head. Dunby is orange.</i>	Formulaic: Action verbs in procedures Name of person/thing in report or description 1-2 basic time phrases in recounts. On Chinese New Year; After lunch	Begins to use alternative elements: <b>Action verbs in procedures: Carefully Name/pronoun in description</b> 2-3 time or place circumstances in recounts, narratives & explanations: Today; This morning; One very stormy night; after a while.	Begins to use alternative elements: <b>Time/place phrases: After a while; On 13 May 2787</b> 1-2 subordinate clauses in narratives using when, after: <i>When I woke up; After I finished; If in explanations: If a volcano erupts...; If you eat your food</i>	Some alternative elements: <b>Procedure: With your hands, mix Time/place: The next day; On the beach</b> Subordinate Clauses in narratives: <i>When he arrived in NSW; When it is cleaned;</i> In explanations/arguments: <i>If the surface is smooth; When you buy expensive...</i>	
	<b>Passive voice</b>	Thread begins at L7					Occasional; as modelled in learning area: <i>The mail was delivered...; Gov House was built...</i>	To maintain topic focus: <i>James Richardson was punished in 1790. He was given 50 lashes.</i>	
SENTENCE LEVEL-Structure	<b>Simple sentences</b>	Copies words: me, book	Copies fragments or simple sentences	Fragments, simple sentences: <i>Barty new hat, Barty's hat cum'd back.</i>	May have simple circum: <i>On Saturday I went shopping; My dad in Hong Kong going.</i>	Mostly accurate, with short noun group: <i>It has a round body; He has a red cape. And 1-2 circumstanes: I am at the beach; On Wednesday 27<sup>th</sup> June, K3 went to Kings Park.</i>	Generally accurate & more detailed, with circumstances and expanding noun groups: <i>Many years ago, mail was delivered in many different ways; Jake was a medium-sized boy with brown hair and green eyes. The yabby's arm is growing to its natural size.</i>		
	<b>Compound: Coordinating (linking) conjunctions</b>	Thread begins at L3	1-2 examples using <b>and</b> : <i>On Sunday I went to church and I went to the shop.</i>	May write "run-on" sents. using <b>and</b> , and <b>then</b> : <i>My plant was a seed and it grew a seed and then it got a flower.</i>	3-4 sentences, varying accuracy using <b>and</b> , and <b>then</b> , but, so, or	Uses 4-5 conjunctions: <b>and, and then, but, so, or</b> <i>I wanted to go in so I tried to open the door: Some have more air or they go up.</i>	Generally accurate. Uses <b>and</b> , and <b>then</b> ; but, so, or: <i>We get our mail delivered by motorbike but sometimes we have to get messages by phone or email as well. We need food and water to survive so you shouldn't spend money on toys all the time.</i>		
	<b>Complex: Subordinating (binding) conjunctions</b>	Thread begins at L4	Begins to use in response to questions. Uses <b>because</b> in writing: <i>because he broke it.</i>	Begins to use in response to questions. Uses <b>because</b> in writing: <i>because he broke it.</i>	Most common with <b>because</b> : <i>I chose the Very Hungry Caterpillar because I like curly caterpillars.</i>	Varying accuracy, using 2-3 diff resources: <b>Because, when, after, if, so (so that)</b> <i>When we got off the bus...; People go to school so (that) they can learn; If we do not have fresh water...</i>	Common conjunctions: <b>because, if, when, after</b> <i>If you touch an object that's hot, heat will go into you;</i>	More complex sentences, with more complex time: <b>when, after, until, while, as</b> <i>Walk ahead 80 steps until you are beside the tuckshop; While we were reading Storm Boy, we also watched the movie.</i>	
	Using relative clauses	Thread begins at L8	Varying accuracy; <b>which</b> (begins using to embed qualifiers in noun groups)						
	Using non-finite clauses: 'to' + verb 'ing' '-ed' & '-en' forms	Thread begins at L5	Simplest 'to + verb': <i>I went to the shops to buy some lollies; I used a number line to count.</i>	Simple: eg. <i>She followed the thief to get the bag.</i>	Basic, spoken-like: <i>It has big ears to hear; You can trap heat by wearing clothes; I see yabbies playing dead or resting; I went with two families, including my own.</i>				
<b>GRAMMAR: Group &amp; Word Level VOCABULARY</b>	Moving from understanding (receptive) to using frequently encountered, common, everyday language.			Using a growing range of simple 'everyday' spoken language and beginning to use vocabulary beyond common, everyday language.			Developing an increasing range to express more specialised learning area content and/or precise shades of meaning		
VERBS & VERB GROUPS	<b>Action/Doing Processes</b>	Matches verbs to visuals & copies as labels.	Orally, basic: <i>eat, buy, go, copy</i> teacher text.	Writes common: <i>He walk; he sit; he look; he make; I play with Faithla.</i>	Writes less common: <i>It draws; Santa gives; build; drink; jumped; it rolls.</i>	Begins using beyond everyday: <i>It froze; ride my bike; the dove flew; steals; pecked his foot.</i>	More uncommon; school topic vocab: <i>cast a spell; melt; chocolate; might escape; arrived; crawl</i>	Beyond everyday: <i>the sun was rising; machines destroyed them.</i> Choices to affect reader: <i>tip-toed not walked.</i>	More specialised, precise choices: <i>a yabby shed its skin; he travelled by ship; the convicts received...</i>
	<b>Mental</b> (thinking, feeling, sensing, perceiving)	Thread begins at L3	1-2 expressing felling/desire: <i>He wants it.</i>	1-2 to express likes, dislikes, simple opinion: <i>I think kittens are the best pet; I think the elephant is cool; I like it; I didn't like it.</i>	1-2 beyond think & like: <i>he thinks; she loved it; I chose it</i>	Uses all types: <i>I can see; they thought; we now know; this reminds me; he would forget</i>	More specialised: <i>he wanted to spread; I hope you choose; hadn't noticed; decided to go; disagree; Lily hoped her dad would be there.</i>		
	<b>Relating Processes</b> Being (am, was, will be) Having (have, has, had) Causing (made)	Thread begins at L3	Describes using 'to be': <i>It was fur; the bell is fat; these things are short.</i>	Describes using 'to be': <i>I am a baby; they are round 'to have'; it has legs</i>	Describes and informs with 'to be': <i>It was the softest 'to have'. I have 4 candles Simple 'causing': It made me sad.</i>	Uses synonyms for 'to be': <i>a wombat looks like a small bear; a boat called Pinky Winky; they can both equal the same number.</i>	Simple 'causing': <i>it made me think.</i>	Some variety; Synonyms beyond 'to be': <i>it is called...it became popular; it had grown into; could remain</i> Beyond simple, varying accuracy: <i>I think it was caused by... stomach ulcers cause vomiting; air is not affected (affected) by gravity.</i>	
	<b>Saying Processes</b> (represent interaction)	Thread begins at L5	Uses 1-2 verbs to express saying: <i>I said... he is telling her</i>	Simple everyday: <i>the message says look after our environment; I will tell you all about it; she told me to keep her; Mum, can I go to the fair? Sally asked; 'Here's your money,' said Mum.</i>					

# LEAP Levels

## CESA LEAP Recording and Monitoring Rubric: Levels 6 - 11 written language

Print A3 - Refer to full LEAP Levels for details

	Features	Level 6 (Yr 2)	Level 7 (Yr 3)	Level 8 (Yr 4)	Level 9 (Yr5)	Level 10 (Yr 6)	Level 11 (Yr 7)
VERBS & VERB GROUPS	Multi-word verb groups	<i>His friends tried to help; loved to dance; need to change; starts off; keep going; is trying to tell</i>	Expresses shades of meaning: <i>look after our environment; I woke up, it starts to spurt</i>	Conveys modality & combine mental and action: <i>was supposed to receive; decided to go; wanted to spread</i>	Include details of timing/duration: <i>she wasn't going to give up; kids don't want to get teased or bullied; it would not need to eat or drink; you don't like being begged; he was about to start playing</i>		
	Tense simple, elaborated	Controls simple past common: <i>saw, ate</i> Some control of elaborated: <i>were running; are using</i> Maintains simple t in comp & comp S: <i>I wanted to go so I tried to stop.</i>	Controls simple & past tenses of common irreg.: <i>told; made; said; woke</i> "-ing": <i>was rising; are getting</i> "-ed/are": perfect form: <i>I've seen.</i> Some errors: <i>I never seen</i>	Uses range of tenses mostly appropriately to represent more complex time relationships: <i>We went (simple past) on holiday because we were getting (past cont.) bored back home. It was different because we had settled in.</i> Occasional errors in more complex relationships: <i>The day after we had a rather quiet day as it was (instead of had been) a big day yesterday.</i>	Simple present to show 'timelessness': Bears <i>hibernate</i> Occasional present for ongoing event: <i>Bears are becoming extinct.</i> Continuous present in complex forms: <i>Lily moved but the school wasn't built (instead of hadn't been built) yet.</i> L11 etc.		
ADVERBS, ADVERBIAL GROUPS, PREPOSITIONAL PHRASES	Place – where? Time – when?	Can express more specific detail. Place: <i>into the bowl; from the ground</i> Time: <i>two weeks ago; one stormy night</i>	Place: <i>on the way there; out of the box; oil over the world; beside the library</i> Time: <i>after a while; every two years; on 13 May 1787; for the same amount of time</i>	Place: <i>into the distance; to the right; on his property</i> Time: <i>during her work on DNA; for quite some time; eventually</i>	Place: <i>into the distance; to the right; on his property</i> Time: <i>in his lifetime; by 1868; immediately; after a period of time</i>	Place: <i>on a sunny window sill; 15km south-southwest of the city centre</i> Time: <i>during her work on DNA; for quite some time; eventually</i>	Place: <i>from the centre of the earth; across the entire world;</i> Time: <i>throughout his whole life; right from the first scene</i>
	Manner – how? Quality – in what way? Means – by/with what?	Quality: <i>suddenly; into small pieces;</i> Quality: <i>like a platypus</i> Means: <i>by bus</i>	Quality: <i>easily; in many different ways</i> Quality: <i>like a push bike</i> Means: <i>by push bike</i>	Quality: <i>slowly; in a diagonal direction</i> Means: <i>measure with the thermometer; map with symbols</i>	Quality: <i>suddenly; casually; with his head in his hands</i> Means: <i>by ship; with your thumb</i> Comparison: <i>like a tower; like them</i>	Quality: <i>in an annoyed voice; at the correct height; in peace</i> Means: <i>without money; through the discovery</i> Comparison: <i>like my kids</i>	Quality: <i>in a very military styled and clothes; almost completely</i> Means: <i>through barks and yelps; with enough begging and pleading</i> Comparison: <i>like a mix between animals</i>
	Cause – why? Reason Purpose	Thread begins at L7	Cause: <i>for the Governor and his family; for the government</i>	Cause: <i>in return; because of this</i>	Cause: <i>in return; because of this</i>	Cause: <i>for land rights; for their major role in extracting penicillin; due to several factors</i>	Cause: <i>for the sake of the song; due to the fox's amazing ability to adapt</i>
	Role – as what?	Thread begins at L10				Role: <i>as an assistant; as a farm labourer; as members of a community</i>	Role: <i>as an introduced species</i>
	Angle? Contingency – in what circumstances?	Thread begins at L11					Angle: <i>from my perspective; in my opinion</i> Conting.: <i>despite the evidence</i>
NOUN & NOUN GROUPS	Description key nouns	Begins using more school topic vocab: <i>burrows; pirate; pellets</i>	More specialised: <i>volcano, lava, environment, awards &amp; medals, swamp</i>	Precise, discipline-specific: <i>lagoon; dune; fabric; convict; labourers</i>	Delicate meanings: <i>puppy; mutt; rasal</i> Specialised: <i>settlers; township; mill</i>	To sound more credible/expert: <i>debris; counsellors; disaster; community</i>	Shades of meaning & more specialised: <i>citizens; harvests; supplies; scene</i>
	Nominalisations	Thread begins at L7	1-2 topic specific: <i>eruptions</i>	Abstract meanings: <i>growth; transportation; connection; predation; violence</i> 1-2 to express cause: <i>reasons; results</i>	To sound more credible/expert: <i>rights; source; policy; destruction</i> 1-2 cause: <i>enormous effect; factors</i>	Abstract: <i>suspense; evidence; invasion</i> Processes: <i>filtration; predation</i> Cause: (as L10): <i>effect; several factors</i>	
	Adjectives and detail BEFORE the key noun: Q: Quantifiers D: Descriptors C: Classifiers	Q: <i>too much water; ten ice-creams</i> D: <i>Cute furry things, short, strong legs; one dark &amp; stormy night</i> C: <i>more sea water than fresh water; the police officer; Aboriginal people</i>	D: <i>important visitors; massive roots; red hat mega bike; one large &amp; six medium smartie packets</i> C: <i>push bike; the first motor buses; Government House; the natural enviro.</i>	D: to create more precise images: <i>gorgeous lakes; cool lagoons; the rough surface; straight edge</i> C: <i>a corner shop; a theme park; the cotton bag; a fresh water crayfish</i>	Rich description, informed & approp. D: <i>scrunch-up balls of paper; successful sugar town</i> C: <i>commercial sugar mill; rectangular prism; square-based pyramid</i>	Rich desc. & combines more than one to sound more credible / expert: D: <i>a balanced &amp; nutritious diet</i> C: <i>an innocent Chinese pig farmer; Aboriginal land rights; a renewable energy source.</i>	Combined/contrasts to create clear & accurate images: D: <i>peaceful &amp; understanding; bright but soft</i> C: <i>legal documents; native pea plant; b class; drinking water supplies; family comedy movie</i>
	Adding detail AFTER the noun as qualifiers: Prepositional phrases	1-2 short qualifiers: <i>The mad story about a pirate; everyone on the boat.</i>	Short prepositional phrases: <i>king &amp; queens from England; visitors from other countries; the grass under the oak tree; the ash of the volcano; the largest ship in the fleet; the memories of all the soldiers; little shards of rock</i>	Relative clauses: <i>all the people that fought for us (uses 'that' instead of 'who')</i>	To specify & define: <i>a silver covering that reflects the light; the Aboriginal people who lived there</i>	Effective: <i>parents who have no time to make lunch for their children</i> May prune: <i>energy (which-is) released</i>	Longer for precision: <i>words like the one in Fig.2; records of harvests &amp; food supplies; an orphan's life back in the 30s</i>
	Embedded clauses	Thread begins at L8					May prune words: <i>children (who-are) watching advertisements at home; the money (which) they are spending;</i>
	Multiple qualifiers	Thread begins at L11					Begins to use multiple qualifiers: <i>an invasion of Greeks from the north called the Dorians; a mysterious people called the Sea People who destroyed Mycenae.</i>
	Articles: Indefinite: a, an Definite: the	Mostly accurate: <i>a thief had her bag; the thief...; an enclosure; the enclosure</i>					
	Plurals	Greater control of regular and irregular words: <i>teeth; people</i>					
	Feelings & Emotions	Internal feelings: <i>I feel happy; afraid; excited; loved to dance; cried</i>	More precise synonyms: <i>Upset for sad; everyone hates Peter; if we get very bored</i>	Less common synonyms eg. <i>concerned</i> for worried, quite <i>heartbreaking</i> ; constant terrifying <i>far; safe and sound</i>	Uses to create mood (explicit & inferred): <i>stormed off; muttered; yelled; surprised; amazed; frustrated</i>	Uses more 'written-like' forms: <i>unfortunately; very embarrassing and not normal; heartbreak; grief and tears</i> T show credibility: <i>well-written; powerful and life-saving; entertaining</i>	More formal choices: <i>anxiety; heavy crying; butterflies in my stomach; the despairing life of an orphan</i> More detailed: <i>bright but soft; quite unique; not the only clever adaptation</i>
	Evaluation of things	Uses -er & -est comparatives: <i>funny; very noisy; cute; easier; happiest; quite</i>	Common everyday, though not always appropriate: <i>important; dangerous; very expensive; amazing; gross; special; boring; interesting</i>	Less common: <i>very naughty; brave; so loyal</i>	Less common choices: <i>healthy; heaps; whopping; successful; popular</i>	Appropriate choices to affect reader: <i>outgoing &amp; loud; didn't really sound possible; powerful and life-saving; one of the biggest breakthroughs</i>	More detailed & elaborate: <i>ouful; mean and aggressive person who hates children; attractive person who is enjoyable to be around</i>
Judgements of people	1-2 simple: <i>no-one liked; so angry</i>	Simple, everyday: <i>a good job; the school bully</i>		Simple but appropriate to help characterise & create mood: <i>famous; very messy; mess up on purpose; stupid; wasn't going to give up</i>	Variation to affect reader: <i>not just one area but the whole world; entire area; millions and millions; always; every time</i>	More nuanced meaning: <i>relatively; downright; completely; fairly similar; actual; exact same amount; properly</i>	
Intensity	Common intensifiers to vary: <i>still; really; just; quite</i>	Common, spoken-like, not always appropriate: <i>so sunny; everyone just wastes; very very bored; not even one toy; didn't even like; it won't solve anything</i>	Common, spoken-like, not always appropriate: <i>so sunny; everyone just wastes; very very bored; not even one toy; didn't even like; it won't solve anything</i>	Accurate & appropriate, in more formal contexts, with some certainty, frequency: <i>people might need; you don't always need...</i>	Greater range: Modals: <i>could; may; never; can</i> Adverbs: <i>probably; normally; definitely</i> Adjectives: <i>it didn't sound possible</i>	Range beyond modals: Adverbs: <i>likely; commonly; often; usually</i> Processes: <i>I knew; they appear to be</i> Ads: <i>typical; definite; equally likely</i>	
Modality: Obligation (O) Probability (P) Usuality (U)	1-2 with some accuracy: O: <i>everything has to die</i> P: <i>I might read a book</i>	Modal verbs and adverbs with some accuracy: O: <i>we should spend more on spot; people would have to move; must; has to;</i> P: <i>they thought the sun moved, but now we know...; may; perhaps I could</i> U: <i>we always need food; they break, but only sometimes, not all the time; never</i>					

# LEAP Levels

Student name:	Text 1:	Date:	Text 2:	Date:	Level:									
Language criteria	Levels													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Creating texts														
Creating texts: Text types forms and functions														
Whole text: Reference														
Whole text: Text connectives														
Whole text: Sentence openers														
Whole text: Sentence openers passive voice														
Whole text: Sentence openers nominalisation														
Sentence structures: simple														
Sentence structures: compound														
Sentence structures: complex subordinating														
Sentence structures: complex non-finite														
Sentence structures: complex relative clause														
Verbs: action														
Verbs mental														
Verbs: relating														
Verbs: causing – beyond simple 'made'														
Verbs: saying														
Verbs: grammatical accuracy negatives and modals														
Verbs: grammatical accuracy multi-word groups														
Verbs: grammatical accuracy tense														

Continued on page 6

# LEAP Levels

Language criteria <i>continued</i>	Levels													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Adverbs: place and time														
Adverbs: manner														
Adverbs: cause														
Adverbs: role														
Adverbs: angle														
Adverbs: contingency														
Nouns: vocabulary key nouns														
Nouns: vocabulary key nominalisations														
Nouns: adjectives and/or details in front of noun														
Nouns: prepositional phrase as qualifier after noun														
Nouns: clause as qualifier after noun														
Nouns: multiple qualifiers after noun														
Nouns: grammatical accuracy articles														
Nouns: grammatical accuracy plurals														
Evaluative language: feelings														
Evaluative language: evaluation														
Evaluative language: judgement														
Evaluative language: intensity														
Evaluative language: modality														

Overall Level for set of evidence:

# LEAP Levels

Grades are derived from the LEAP Diagnostic tool applied to a range of assessment tasks and types completed in a range of assessment conditions. These levels can differ from a formal levelling diagnostic completed in supervised test conditions.

Students increase their chance of success in mainstream courses when they are within 3 language and literacy levels of their year level peers. A student typically progresses 1 language **level** per term and 1 language **phase** per year of schooling.

Students' writing levels are compared with the writing in a mainstream school														
Learning English: Achievement and Proficiency (LEAP) (education.sa.gov.au, 2022)														
LEAP Level	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Year <b>Level</b> in Australia	Pre-formal schooling			Rec	1	2	3	4	5	6	7	8	9	10
Language <b>Phases</b> for Reception to Year 2	Begin	Emerging		Develop		Con	3	4	5	6	7	8	9	10
Language Phases for Years 3 to Year 6	Beginning		Emerging			Develop		Consolidating			7	8	9	10
Language Phases for Years 7 to Year 10	Beginning				Emerging			Developing			Consolidating			

Thank You

# Thank You

## Presenters

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