

# Supporting English Language Learning in Primary Schools

A GUIDE FOR TEACHERS OF

YEARS **5** AND **6**

*A resource for mainstream and ESOL teachers*





## ACKNOWLEDGMENT

This resource has been adapted from *ESL Steps: ESL Curriculum Framework K–6*, which was developed by the New South Wales Department of Education and Training through a lengthy consultation process with primary teachers from over one hundred NSW government schools and was published in 2005.

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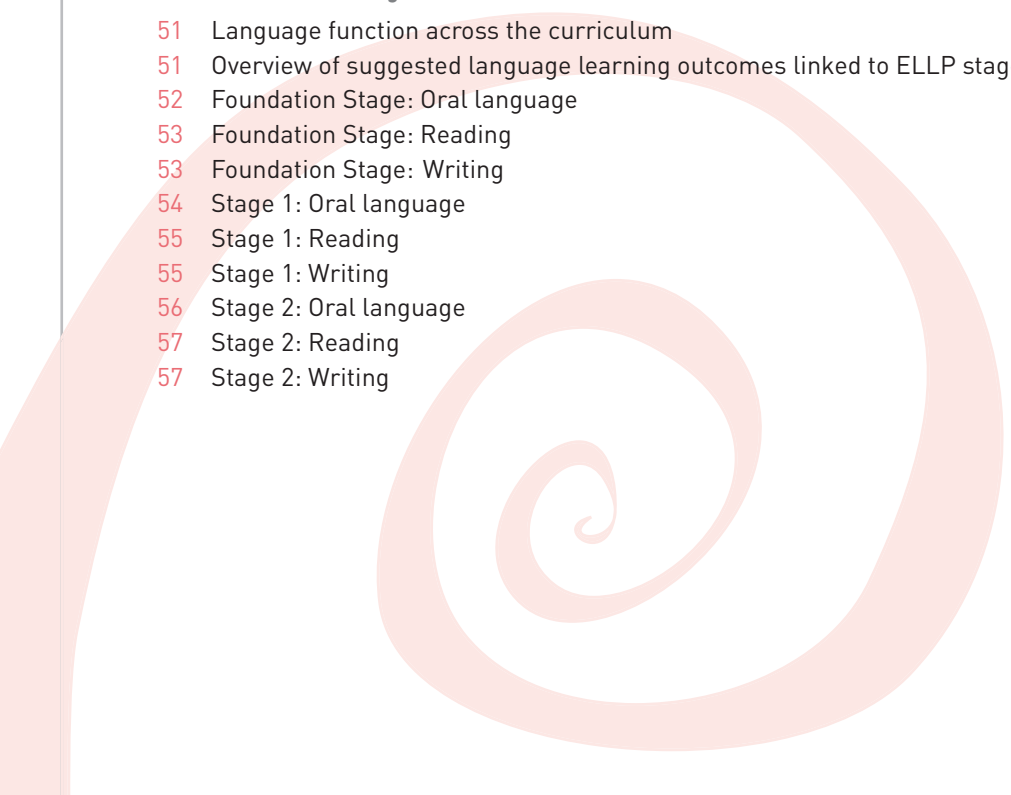
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## INTRODUCTION

This resource, *Supporting English Language Learning in Primary Schools* (SELLIPS), is intended for teachers and teacher aides working with students who are learning English as an additional language (ESOL students) as well as those students who would benefit from explicit English language support in New Zealand primary schools. It gives suggestions for developing students' academic, cross-curricular English language in both mainstream and transitional classes. These suggestions will be useful and practical even in schools that have only a few students who require this support. SELLIPS is intended for all teachers of students in years 1–8.

SELLIPS can help teachers of ESOL and other students in New Zealand schools to plan effective programmes. It presents ways in which teachers can scaffold the learning of students who are at varying levels of English language proficiency so that they can achieve learning outcomes at their appropriate stages. SELLIPS is organised in a series of steps, in table form, which show the progressive development of English language skills. This framework can be used with students at the Foundation Stage and Stages 1, 2, and 3 of *The English Language Learning Progressions* (ELLP, 2008) and within any learning area of *The New Zealand Curriculum* (2007).

SELLIPS is consistent with other key Ministry of Education resources for teachers, including the literacy and ESOL resources described in the pamphlet *ESOL Resources for Schools, Teachers, and School Communities* (2007). It is also consistent with the DVD *Making Language and Learning Work: Integrating Language and Learning in Years 5 to 8* (2008) and with the *English Language Intensive Programme Years 7–13 Resource* (ELIP, 2003) and *The English Language Intensive Programme Primary Resource* (2008), both of which support the use of the English Language Learning Progressions and have a similar purpose to SELLIPS. Primary school teachers can refer to the appropriate versions of ELIP as well as to SELLIPS for practical teaching ideas.

### *The structure of this resource*

SELLIPS consists of four guides for teachers of specific year groups. This book is the guide for teachers of years 5–6, and there are similar guides for teachers of students in years 1–2, 3–4, and 7–8.

Each guide is organised in terms of seven language functions, each with its own matrix of information and suggestions. The seven functions used as section headings are:

- **describing**
- **recounting**
- **responding**
- **instructing**
- **explaining**
- **persuading**
- **negotiating.**

These seven language functions align with the main communicative purposes of the texts that students need to be able to use in all the learning areas of the New Zealand Curriculum. These texts can be categorised into particular text forms (or text types or genres), which have characteristic features and/or structures that support their communicative purposes. The matrix in each section lists some kinds of language use that the language function may involve, gives examples of appropriate texts, makes links to the curriculum, and suggests learning outcomes and activities that relate to the language function.

Teachers need to be aware that the language functions and text forms occur in many combinations. For example, a writer who is *recounting* a story often begins by *describing* the setting. Students in New Zealand schools need to learn to use appropriate forms of English language in whatever combinations are most effective for their purposes.

Teachers will be aware that they need relevant assessment information in order to set appropriate learning goals. Effective teachers gather and interpret evidence of their individual students' current achievement, in the context of the relevant curriculum goals and related classroom work, in order to decide on appropriate learning outcomes and activities for these students; see page 9.

### The structure of the matrices in this book

#### The top part of each matrix

This top part is the “header”, which relates to any and all of the language mode tables that follow it.

<b>1</b> <i>Language function</i>  <i>Depending on the purpose, this function may involve text forms such as ...</i>	<b>2</b> <i>Year levels and ELLP stage</i>	<b>4</b> <b>New Zealand Curriculum links</b>	
	<b>3</b> <i>ELLP references</i>	<i>Links to English learning area</i>  <i>Examples of English texts</i>	<i>Links to other learning areas with examples of texts</i>

- 1** The top part of each matrix gives the **language function** for the section and lists some examples of **text forms** appropriate for year 5 and 6 students. Language function refers to the main communicative purpose of language and can relate to words, clauses, sentences, paragraphs, and texts, in context. For example, the function *persuading* may include certain adjectives and modal verbs, such as “should”, as well as the text form argument.
- 2** Links are made to the **ELLP stages** of ESOL students in years 5 and 6. The matrices of *The English Language Learning Progressions* provide broad descriptions of ESOL students’ English language proficiency in terms of what they can hear and understand, what they can say, and the texts they can read and write at successive stages. The progressions can be used to determine appropriate groupings of students for instructional purposes within a class. ESOL students in years 5–6 may be at ELLP Foundation Stage or Stage 1 or 2, so the tables in this book provide outcomes and activities for these three stages. For example, pages 12–13 provide suggested language learning outcomes and activities for *describing* at Foundation Stage for oral language, reading, and writing. These are followed, on pages 14–15 and 16–17, by suggested language learning outcomes and activities for *describing* at Stages 1 and 2.

- 3** A separate cell in each header provides **references to the pages in ELLP** that are relevant for teachers of students in years 5–6 at Foundation Stage or at Stage 1 or 2.
- 4** Links are also made to the learning areas of the **New Zealand Curriculum**. These include links to the English learning area and examples of English texts as well as links to other learning areas and examples of texts in those areas at relevant levels for year 5 and 6 students. Note that the examples of texts are those that mainstream students in years 5 and 6 are using. The learning outcomes and related activities in this resource are intended to help teachers engage their ESOL students, in particular, with the oral and written texts that their year-level peers are using across the curriculum.

The lower parts of each matrix

5 Language mode	
6	8
<b>Suggested language learning outcomes</b>	<b>Language learning activities</b>
<b>Learning indicators</b>	Explicit instructions
7	Guided practice
	Independent language use
	8a
	8b
	8c

- 5 The tables in the lower parts of each matrix are organised by **language mode** – oral language (which includes the modes of listening and speaking), reading, and writing. Note that the modes of viewing and presenting are not specifically addressed in this resource.
- In this book, there are tables with outcomes and activities for oral language, reading, and writing for almost all of the language functions. The exception is *negotiating*, which is used only during oral language interactions.
- While some ESOL students in years 5 and 6 will be learning to listen, speak, read, and write at the Foundation Stage, others may be at Stage 1 or 2 in their oral language, so additional headers, under the same language function heading, lead into tables with outcomes and activities for Stage 1 and Stage 2 learners.
- 6 The lower left-hand part of each table presents, for the relevant language mode at the identified stage, one or more **suggested language learning outcomes**. The suggested language learning outcomes in this guide are not derived from the English Language Learning Progressions, but they are at appropriate levels for students in years 5 and 6 who have been identified as at ELLP Foundation Stage, Stage 1, or Stage 2. See also page 7.

- 7 The suggested language learning outcomes are followed by **indicators**. These indicators illustrate some of the actual language that learners at this age and stage might be receiving (input) and producing (output).
- 8 The lower right-hand part of each table presents examples of **language learning activities** to support students in years 5 and 6 at each stage in addressing the suggested outcomes. The language learning activities are grouped into activities in which:
- 8a the teacher provides explicit instruction in English;
  - 8b the teacher guides the students in practising English;
  - 8c the students use English independently.



### *More about the suggested language learning outcomes*

Each is a broad outcome that is appropriate to the ELLP stages for the relevant year groups. The outcomes describe what can be expected of a typical ESOL learner in year 5 or 6:

- in terms of a particular language function (describing, recounting, responding, instructing, explaining, persuading, or negotiating);
- at a particular stage of English language proficiency (ELLP Foundation Stage or Stage 1 or 2);
- in a given language mode (oral language, reading, or writing).

Each outcome is illustrated by indicators for input and output. These indicators illustrate the actual language that learners at this age and stage might be using and learning, including some grammatically incorrect language that meets their communicative purpose. The indicators presented are only examples. Teachers or schools can develop their own indicators to add to those in the list.

### *More about the language learning activities*

**The language learning activities were developed by a team of experienced ESOL teachers. They do not constitute a programme or a teaching sequence. They represent examples of the sorts of activities that effective teachers use to optimise learning for their ESOL and other students.**

Teachers are expected to use and adapt these activities within the context of the meaningful, language-rich, classroom programme that they have planned to meet the identified needs of their own unique student group.

SELLIPS does not provide specific examples of instruction in phonological awareness and phonics. For guidance about teaching these aspects of language and literacy, teachers of year 5 and 6 students can refer to *Sounds and Words* (2008, at <http://soundsandwords.tki.org.nz>).

In effective language teaching, teachers gradually reduce their support as the learners gain proficiency in the target language. In this resource, the language learning activities are grouped into activities in which **the teacher provides explicit instruction in English**, activities in which **the teacher guides the students in practising English**, and activities in which **the students use English independently**. This grouping is meant to help teachers plan learning sequences that foster the students' progression towards independence. The sample activities for explicit instruction include examples of correct English modelled by the teachers. The guided practice and independent language activities include examples of language that students might use, which at the earlier language learning stages include some incorrect language that meets the communicative purpose. In such cases, the teacher, while accepting the language offered, moves students towards correct language, for example, through modelling.

*Note: The oral language areas of listening and speaking are described separately in each pair of suggested language learning outcomes and their indicators, except in "negotiating". The oral language learning activities encompass both listening and speaking in most cases. Teachers will be aware of the importance of building on the reciprocal nature of speaking and listening.*



## ***Terms used in this resource***

For definitions of the linguistic terms used in SELLIPS, refer to the Ministry of Education handbook for teachers *Exploring Language* (1996). The list below defines certain key terms and explains how they are used in this resource.

**Negotiating** means to interact with others in ways that clarify meaning and create new meaning. In SELLIPS, this language function is described in terms of oral language negotiation only. (However, teachers will be aware that negotiation is also used in written and visual language. For example, negotiating often occurs during email and text message exchanges.) Because negotiation is key to all exchanges of information, the indicators for oral language include some “negotiating” indicators in all the language functions.

**Recounting** means to tell a sequence of events. In SELLIPS, this language function includes creative narrating and storytelling as well as retelling actual events.

**Responding** (through texts) means to produce language in response to a stimulus.\*

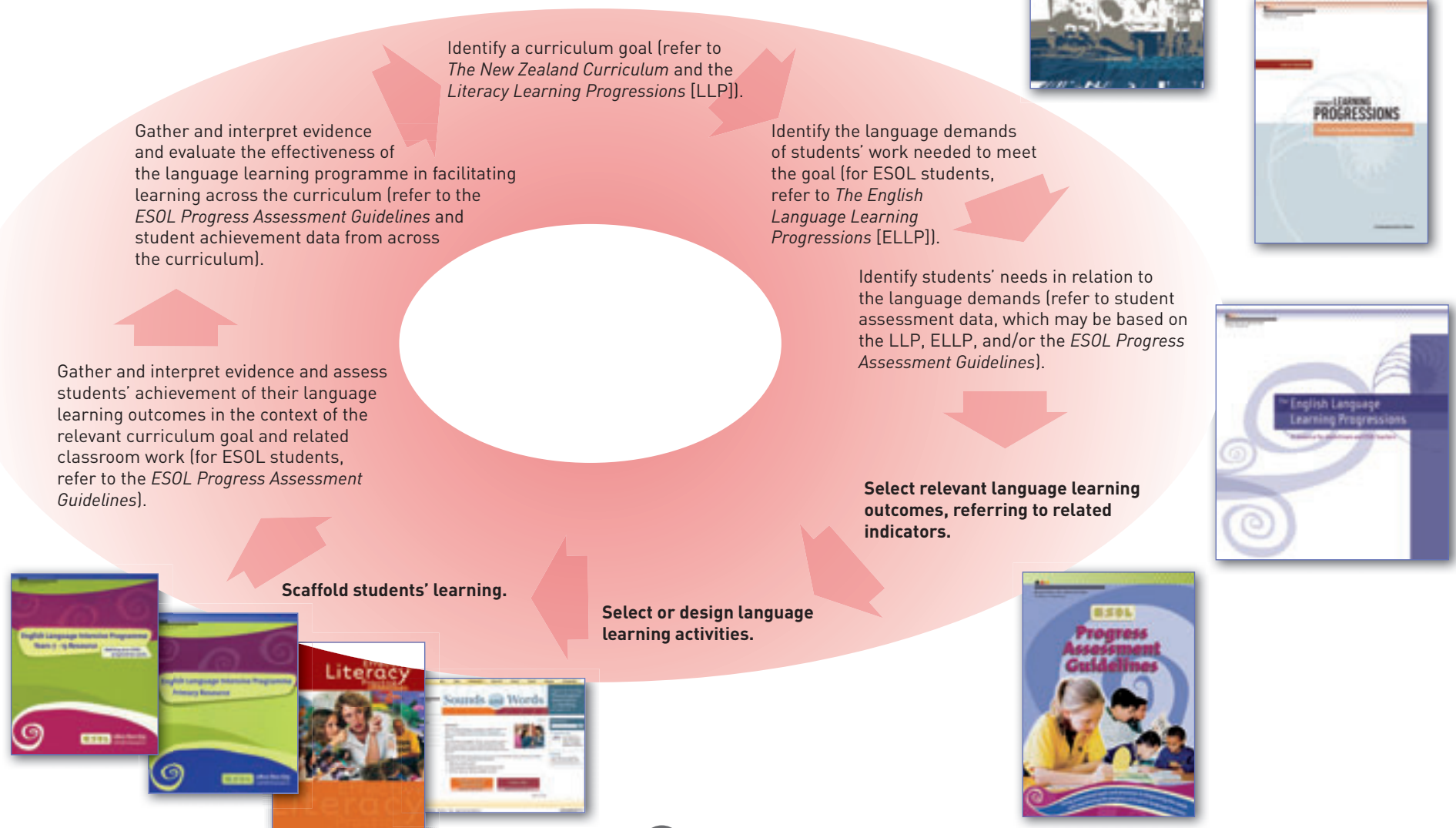
A **text** is a piece of spoken or written communication that constitutes an identifiable whole. In the English learning area, the term includes visual communication too, but in SELLIPS (as in ELLP), the visual language mode is not addressed as a separate mode or strand. Visual supports used within a written text or a learning activity are described individually when they are used.

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.



## How to use this resource

The following cycle shows a process that teachers could use to plan and deliver effective English language learning programmes using this resource. The steps using this resource are in **bold**.



The background features several light pink, stylized swirls of varying sizes and orientations, creating a decorative and artistic feel. The word "Describing" is centered in a red, italicized font.

# *Describing*

## DESCRIBING

### Language function across the curriculum

Depending on the purpose, this function may include: naming, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...

#### Spoken and written text forms

- literary description
- factual description
- information report

**Note:** Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5–6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>identifies related words from short, simple descriptions and reports</b>	<b>uses single words, formulaic phrases, or incomplete sentences to describe familiar people, places, and events</b>	<b>joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities</b>	<b>writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts</b>
<i>Stage 1</i>	<b>identifies key points of information from descriptive spoken texts</b>	<b>identifies and describes people, places, and things through a growing vocabulary</b>	<b>reads and retells ideas and events from literary and factual descriptions and reports on familiar topics, using pictures or first language</b>	<b>writes simple literary and factual descriptions and reports on a familiar topic, using language learned in class</b>
<i>Stage 2</i>	<b>links key points of information to supporting details from descriptive spoken texts</b>	<b>elaborates on descriptions in group work or class discussions and presentations</b>	<b>identifies and organises main ideas and specific details from literary and factual descriptions and reports</b>	<b>writes literary and factual descriptions and reports, incorporating information from other sources</b>
<i>Stage 3</i>	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts, using a range of reading strategies and sources	writes literary and factual descriptions and reports, showing control over register

Depending on the purpose, this function may involve text forms such as:

factual descriptions  
literary descriptions  
information reports

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 22–23  
Writing: pages 45 and 47–55  
in ELLP 5–8

**English achievement objectives****Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**English texts**

Texts describing actions, features of characters, and so on, e.g., in “Nana and the Flower Arranger” (SJ 2.1.08), “Bells and Butterflies” (SJ 2.1.05), “Snowfall” (SJ 2.2.06), “Celebrating Matariki” (SJ 2.2.05), “Family Treasures” in *Freaky Fridge and other stories* (CD-ROM)

**Some cross-curricular links**

**Maths and Statistics:** classify plane shapes and prisms by their spatial features, e.g., in *Geometry* (FIO, level 3)

**The Arts:** describe the ideas their ... images communicate; describe characteristics of music associated with a range of sound environments; describe dances from a variety of cultures, e.g., “Bells and Butterflies” (SJ 2.1.05)

**Health and PE:** describe how their body responds to regular and vigorous physical activity, e.g., in *Moving in Context* (CIA, years 1–6)

**Science:** describe patterns ... for ... physical phenomena; compare physical and chemical changes; begin to group ... living things into science-based classifications, e.g., in “Meet the Kākāpō” (SJ 3.3.06) and “Jay’s Treasure” (SJ 2.1.08)

**Social Studies:** compare cultural practices [that] reflect similar purposes, e.g., through texts like “A Country Like Mine” (SJ 3.1.08)

**Technology:** describe the key attributes ... of an outcome

## DESCRIBING

## Oral language (Foundation Stage)

**Suggested language learning outcomes**

- Identifies related words from short, simple descriptions and reports.
- Uses single words, formulaic phrases, or incomplete sentences to describe familiar people, places, and events.

**Learning indicators****Listening (receptive indicators)**

- Responds to the speaker by making comments related to own experiences, e.g., responding to “This is a photo of our school” by saying “Me school.”
- Elaborates on information, with prompting and questions.
- Recognises familiar objects and pictures.
- Interrupts the speaker to make a comment.

**Speaking (productive indicators)**

- Pronounces common words and phrases from familiar texts and activities comprehensibly.
- Distinguishes spoken English from other languages.
- Offers observations, e.g., “Dog black.”
- Comments on familiar objects and pictures.
- Responds to questions with some details.
- Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a descriptive text.
- Uses familiar repetitive patterns from spoken descriptive texts.

**Language learning activities****Explicit instructions – Teacher supplies target language:**

- Introduce vocabulary for places in the community, using pictures and photographs and encouraging students to comment from their own experience.
- Conduct a walk around the school to observe and collect objects while introducing new words and phrases in context.
- Use pictures to introduce descriptive words and phrases, modelling pronunciation, stress, intonation, and word recognition.
- Model basic, repetitive questions to initiate the use of descriptive language in games such as Guess Who?, e.g., “Is it a boy?”, “Does he/she have ...?”

**Guided practice – Students practise target language:**

- In groups, students report to the class after classifying items related to a class theme, e.g., when sorting playground litter into paper, aluminium, and so on for recycling.
- In pairs, students engage in an enquiry and elimination game like What Shop Is It?, using real items or pictures for support.
- In groups, students collect “mini-beasts” (from the playground) that meet criteria set by the teacher, e.g., *six legs and no wings*.
- Students play I Spy, using a descriptive category, e.g., weight – “I spy something heavy.”

**Independent language use – Students use target language:**

- Students take turns to call out items in a descriptive bingo activity where players match picture to picture, e.g., by colour or shape (2-D or 3-D).
- Students take part in an enquiry and elimination activity by asking questions to identify an item or picture chosen when they were out of the room, e.g., mini-beasts, local shops.
- Students present an object of interest and talk about it in a show and tell session.

## DESCRIBING

## Reading (Foundation Stage)

### ***Suggested language learning outcomes***

- Joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities.

### ***Learning indicators***

1. Shows awareness of sound–symbol relationships and left-to-right progression of print in literary or factual descriptions or reports.
2. Recognises the simple subject-verb-object sentence pattern in simple literary or factual descriptions or reports.
3. Focuses on decoding print, e.g., by applying knowledge of sound–symbol relationships to text in English.
4. Recognises names of familiar objects and pictures.
5. Identifies different purposes for reading.
6. Identifies where sentences begin and end.
7. Demonstrates reading-like behaviour.

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Point out descriptive words and phrases in a familiar text and demonstrate how to find matching word cards in a display.
2. Model simple *true/false* statements based on a familiar text, e.g., “A polar bear is white. True or false?” “John Brown was a black cat. True or false?”

#### **Guided practice – Students practise target language:**

1. In pairs, students sequence words to reconstruct sentences from a familiar text.
2. In pairs, students match a descriptive word or phrase to an object or character from a familiar text.
3. In groups, students reorder jumbled sentences from a familiar information report or description.

#### **Independent language use – Students use target language:**

1. Students complete a descriptive grid based on elements of a familiar text, e.g., *bear, dog, cat, horse* (animals) and *big, fat, little* (adjectives).
2. Students match simple, descriptive sentence beginnings and endings.

## DESCRIBING

## Writing (Foundation Stage)

### ***Suggested language learning outcomes***

- Writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts.

### ***Learning indicators***

1. Completes simple, repetitive sentences that have been modelled.
2. Writes or copies well-known words, phrases, or short texts.
3. Draws to illustrate literary and factual information.
4. Uses words from first languages to supplement writing.

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to draw details of the setting for an event from a familiar text or a personal experience, e.g., “Nana and the Flower Arranger”; a wetlands excursion.
2. Introduce the use of a concept keyboard to write a simple descriptive text, e.g., about weather. (A concept keyboard is a “talking” word processor that has the ability to combine graphics, text, and speech.)

#### **Guided practice – Students practise target language:**

1. In groups, students develop an illustrated class dictionary of descriptive words and phrases related to a class theme.
2. In pairs, students use familiar words on flashcards to build sentences from a known text.
3. In groups, students make a picture book from a modelled or jointly constructed text, illustrating it as well as writing the text in English and/or their first language, e.g., “A spider has eight legs.”

#### **Independent language use – Students use target language:**

1. Students write and illustrate a simple description and/or report, using a graphic organiser.
2. Students write to describe a show and tell item, e.g., “my ball for soccer”.
3. Students innovate on the text of a picture book to make one about a different creature, illustrating it as well as writing the text in English and/or their first language.

Language function  
**DESCRIBING**

Depending on the purpose, this function may involve text forms such as:

- factual descriptions
- literary descriptions
- information reports

Yrs 5–6  
ELLP Stage 1

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 24–31  
Writing: pages 45 and 56–59  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Texts describing actions, features of characters, and so on, e.g., in “Nana and the Flower Arranger” (SJ 2.1.08), “Bells and Butterflies” (SJ 2.1.05), “Snowfall” (SJ 2.2.06), “Celebrating Matariki” (SJ 2.2.05), “Family Treasures” in *Freaky Fridge and other stories* (CD-ROM)

**Some cross-curricular links**

**Maths and Statistics:** classify plane shapes and prisms by their spatial features, e.g., in *Geometry* (FIO, level 3)

**The Arts:** describe the ideas their ... images communicate; describe characteristics of music associated with a range of sound environments; describe dances from a variety of cultures, e.g., “Bells and Butterflies” (SJ 2.1.05)

**Health and PE:** describe how their body responds to regular and vigorous physical activity, e.g., in *Moving in Context* (CIA, years 1–6)

**Science:** describe patterns ... for ... physical phenomena; compare physical and chemical changes; begin to group ... living things into science-based classifications, e.g., in “Meet the Kākāpō” (SJ 3.3.06) and “Jay’s Treasure” (SJ 2.1.08)

**Social Studies:** compare cultural practices [that] reflect similar purposes, e.g., through texts like “A Country Like Mine” (SJ 3.1.08)

**Technology:** describe the key attributes ... of an outcome

**DESCRIBING**

**Oral language (Stage 1)**

**Suggested language learning outcomes**

- Identifies key points of information from descriptive spoken texts.
- Identifies and describes people, places, and things through a growing vocabulary.

**Learning indicators**

**Listening (receptive indicators)**

- Relates descriptions to own experience, e.g., “I sunburn too. You use special cream to stop sunburn.”
- Provides non-verbal feedback to speaker to sustain interaction.
- Responds with comments or questions, e.g., “What name that thing?”
- Responds appropriately to question about simple attributes. Information may be limited, e.g., “Yes. Big. It long.”

**Speaking (productive indicators)**

- Provides predictable information, e.g., about size, colour, shape, location, time, and/or place.
- Demonstrates variable placement of adjectives, e.g., “blue car”, “car blue”.
- Elicits descriptive detail, e.g., “How big it? What colour it?”
- Uses comparative structures, e.g., *larger than*.
- Begins to provide more information when prompted.
- Uses vocabulary that demonstrates shades of meaning, e.g., *very old*.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

- Organise excursions, picture talks, and guest speakers to build students’ knowledge of vocabulary and related understandings about a class theme, and help students link this to prior knowledge.
- Take the class on a walk around the neighbourhood to photograph examples of kinds of homes, and provide words and phrases to describe attributes, e.g., *made of brick, tile roof*.
- Introduce an activity where an informal measuring unit is used to fill a variety of containers, and model how to describe similarities and differences, e.g., “this holds 10 measures”; “both of these hold 15 measures”; “I used 5 measures for this one.”
- “Think aloud” to model how to describe a familiar person or book character, a place, or an object.

**Guided practice – Students practise target language:**

- In groups, students use real objects or pictures to help them recall items from a list and add new items, e.g., “I went shopping and bought a book, a card, ... and a big bottle of orange juice.”
- In pairs, students role-play a customer in a shop requesting quantities of uncountable nouns (e.g., *a packet of ...*, *a box of ...*), using a wall chart for reference.
- In pairs, students place items in order and describe their relative mass using terminology supplied, e.g., *heavy, heavier, heaviest; weighs more, less*.
- In small groups, students plan a mural of a shopping centre, street, or community by drawing or cutting out pictures, which they group and identify.

**Independent language use – Students use target language:**

- Students design and make a mini-environment and describe its features.
- Students classify objects or pictures and justify their categories, e.g., *four legs/two legs*.
- Students build noun phrases by adding adjectives to a noun, e.g., *the small fruit shop*.
- Students present a simple oral report on a familiar topic to a group.



## DESCRIBING

## Reading (Stage 1)

### *Suggested language learning outcomes*

- Reads and retells ideas and events from literary and factual descriptions and reports on familiar topics, using pictures or first language.

### *Learning indicators*

1. Recognises the structure of factual descriptions and information reports as factual texts.
2. Sequences sentences from a text on a familiar topic.
3. Makes and substantiates hypotheses about the likely information when reading or listening to a text read aloud.
4. Follows text through a range of conventions of organisation and layout.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Lead the sequencing of labelled pictures that show change, e.g., how a boy changed into a mouse in a story, how caterpillars change into butterflies.
2. Establish and display a word bank of synonyms on a class theme, grouping words that have similar meanings, e.g., *big, huge, large, enormous, gigantic*.

#### **Guided practice – Students practise target language:**

1. In pairs, students label attributes, e.g., attributes of earthworms – *mouth, head, body segments*.
2. In groups, students locate classifying adjectives in a description in order to identify types of things, e.g., *marsupial mammals, racing cars*.
3. In groups, students reconstruct a jumbled descriptive text.

#### **Independent language use – Students use target language:**

1. Students match labels to parts of subjects pictured, e.g., kiwi – *strong legs, long beak*.
2. Students use a three-level guide to answer comprehension questions at literal, inferential, and evaluative levels.

## DESCRIBING

## Writing (Stage 1)

### *Suggested language learning outcomes*

- Writes simple literary and factual descriptions and reports on a familiar topic, using language learned in class.

### *Learning indicators*

1. Uses organisational frameworks in writing a description or report.
2. Attempts to provide more detail to writing by drawing illustrations or by listing items.
3. Initiates own writing for simple descriptions.
4. Uses pronoun reference with some noun/pronoun agreement appropriate for describing people, things, and places.
5. Uses known sentence patterns to create new descriptive sentences.
6. Plans the format of a description or report.
7. Uses some conventions for separating ideas or sections in a description or report, e.g., starting a new idea on a new line.
8. Writes suitable captions for pictures or photographs.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to construct simple descriptions of familiar people and things.
2. Develop word banks of vocabulary related to class information reports and descriptions.
3. Demonstrate how to join simple sentences by using conjunctions in order to create compound and complex sentences.

#### **Guided practice – Students practise target language:**

1. In pairs, students use a template to select and organise information for a descriptive text.
2. In groups, students extend a description by adding adjectives and phrases, e.g., *the earthworm; the long earthworm; the long, skinny earthworm; the long, skinny earthworm with brown spots*.

#### **Independent language use – Students use target language:**

1. Students use key descriptive words and phrases previously recorded on a grid to construct a simple information report about an animal they have studied.
2. Students use key words and phrases recorded on a semantic map to construct a simple description that relates to a familiar topic, e.g., a place from a familiar literary or factual book or TV programme.

Language function  
**DESCRIBING**

Depending on the purpose, this function may involve text forms such as:

- factual descriptions
- literary descriptions
- information reports

Yrs 5–6  
ELLP Stage 2

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 30–35  
Writing: pages 45 and 60–70  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Texts describing actions, features of characters, and so on, e.g., in “Nana and the Flower Arranger” (SJ 2.1.08), “Bells and Butterflies” (SJ 2.1.05), “Snowfall” (SJ 2.2.06), “Celebrating Matariki” (SJ 2.2.05), “Family Treasures” in *Freaky Fridge and other stories* (CD-ROM)

**Some cross-curricular links**

**Maths and Statistics:** classify plane shapes and prisms by their spatial features, e.g., in *Geometry* (FIO, level 3)

**The Arts:** describe the ideas their ... images communicate; describe characteristics of music associated with a range of sound environments; describe dances from a variety of cultures, e.g., “Bells and Butterflies” (SJ 2.1.05)

**Health and PE:** describe how their body responds to regular and vigorous physical activity, e.g., in *Moving in Context* (CIA, years 1–6)

**Science:** describe patterns ... for ... physical phenomena; compare physical and chemical changes; begin to group ... living things into science-based classifications, e.g., in “Meet the Kākāpō” (SJ 3.3.06) and “Jay’s Treasure” (SJ 2.1.08)

**Social Studies:** compare cultural practices [that] reflect similar purposes, e.g., through texts like “A Country Like Mine” (SJ 3.1.08)

**Technology:** describe the key attributes ... of an outcome

**DESCRIBING**

**Oral language (Stage 2)**

**Suggested language learning outcomes**

- Links key points of information to supporting details from descriptive spoken texts.
- Elaborates on descriptions in group work or class discussions and presentations.

**Learning indicators**

**Listening (receptive indicators)**

- Listens for relevant information when questions are given beforehand, e.g., about audiovisual texts, such as parts of TV programmes like *Close Up*.
- Recalls key points and some detail.
- Initiates questions to clarify or gain understanding.
- Extracts specific information from texts heard in class.

**Speaking (productive indicators)**

- Contributes information and expresses ideas in group or classroom discussions.
- Is aware of the need to provide background information to listeners unfamiliar with the topic.
- Initiates questions to clarify or gain information.
- Answers questions to clarify information provided.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

- Introduce definitions for technical words related to a class theme as they arise in class discussions, e.g., “Climate – that’s what the weather is usually like in a place”.
- Use expressions such as *different from*, *similar to*, and *like* when demonstrating how to compare and contrast groups of objects that have previously been sorted.
- Develop and display a bank of synonyms and antonyms related to a theme or topic.
- Model features of oral descriptive texts, focusing on how the first part of a report gives the reader the information necessary to anticipate what will follow.

**Guided practice – Students practise target language:**

- In pairs, students rehearse an oral information report, with emphasis on appropriate tone, gesture, and expression.
- In groups, students take part in an enquiry and elimination game describing attributes of characters, e.g., Guess Who?
- In groups, students complete an oral cloze task where the teacher, teacher aide, or audio recording pauses during a description of an animal or person to permit the group to choose appropriate words from picture and word banks displayed in the room.
- Students sort and group objects to compare and contrast, using expressions such as *like*, *similar to*, *different from*.

**Independent language use – Students use target language:**

- Students play a guessing game to determine the functions, habits, actions, and appearance of a mystery animal, e.g., Twenty Questions.
- Students answer comprehension questions after viewing a video or DVD, e.g., “What might happen to penguins if all the krill in Antarctica die?”
- Students present an oral information report on a self-selected topic related to a class theme.

## DESCRIBING

### *Suggested language learning outcomes*

- Identifies and organises main ideas and specific details from literary and factual descriptions and reports.

### *Learning indicators*

1. Uses information literacy skills for research.
2. Identifies important features of text organisation in a description or report, e.g., chapter, section, paragraph, topic sentences.
3. Uses knowledge of sentence structure and text organisation to identify meaning of unknown words.
4. Transfers information from literary and factual descriptions and reports into tables and diagrams.
5. Locates information for a specific purpose.
6. Formulates key questions to help identify information from a literary or factual description or report.

## Reading (Stage 2)

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Present and identify types of visual information in texts, e.g., maps, charts, tables, animations.
2. Introduce and demonstrate text-previewing strategies, such as skimming, scanning, and reading the first sentence of each paragraph.

#### **Guided practice – Students practise target language:**

1. In groups, students jointly construct a chart to compare and contrast features of different animals, e.g., their habitat, body covering, and food, based on information from their reading.
2. In pairs, students highlight adverbial phrases and identify the type of information, e.g., when? where? “The penguin waddles awkwardly *across land* but glides effortlessly *through the water*.”

#### **Independent language use – Students use target language:**

1. Students find an example of a 3-D shape in the real world and locate a related interesting fact in print or electronic resources, e.g., by finding examples of pyramids, then seeking information about the history of pyramids, technological uses, and so on.
2. Students draw a sociogram (a graphic organiser that represents the relationships among characters) for a character from a literary text.

## DESCRIBING

### *Suggested language learning outcomes*

- Writes literary and factual descriptions and reports, incorporating information from other sources.

### *Learning indicators*

1. Presents information appropriately in descriptive texts, e.g., chooses when to use diagrams or illustrations.
2. Writes using a sequenced framework and identifiable topic sentences.
3. Combines simple sentences into more complex ones using common conjunctions and relative pronouns.
4. Writes sequenced factual texts based on information provided in class.
5. Edits own writing for accuracy and coherence.
6. Maintains appropriate balance between main ideas and supporting details.

## Writing (Stage 2)

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to complete an information report by using key words on a graphic organiser.
2. Demonstrate how to rewrite an information report for a younger class and discuss effective modifications, e.g., using less technical language and providing more definitions.
3. Lead the students in annotating diagrams after reading familiar factual information.

#### **Guided practice – Students practise target language:**

1. In groups, students write their own descriptions of a familiar character or place, then compare their texts and discuss how different descriptive words affect the meaning.
2. In pairs, students select relative clauses from word banks to expand sentences, e.g., “The whale, *which is the largest mammal on Earth ...*”.

#### **Independent language use – Students use target language:**

1. Students use a computer to write and edit text, focusing on target language.
2. Students write their own definitions of familiar technical terms after oral input from the class or group.
3. Students use relative clauses to expand a description, e.g., “The roses *that grow in our garden* are red.”

The background features several decorative swirls in shades of pink and red. One large swirl is on the left side, another is in the top right corner, and a third is in the bottom left corner. The word "Recounting" is centered in a red, italicized font.

# *Recounting*

## RECOUNTING

### Language function across the curriculum

Depending on the purpose, this function may include: retelling, narrating, describing ...

#### Spoken and written text forms

- literary recount
- literary narrative
- factual recount
- factual narrative

Note: Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5–6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>identifies related words from short, simple recounts and narratives</b>	<b>uses single words, formulaic phrases, or incomplete sentences to recount factual or narrative information</b>	<b>joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities</b>	<b>writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts</b>
<i>Stage 1</i>	<b>identifies main events and characters in familiar recounts and narratives</b>	<b>retells familiar narratives and recounts personal experiences</b>	<b>reads familiar literary and factual recounts and narrative texts</b>	<b>writes simple literary and factual recounts and narratives, using language learned in class</b>
<i>Stage 2</i>	<b>gains information and enjoyment from extended recounts and narratives</b>	<b>recognises and interprets key elements in the development of recounts and narratives</b>	<b>retells and summarises literary and factual recounts and narratives, referring to main ideas and supporting details</b>	<b>plans and writes cohesive literary and factual recounts and narratives on familiar topics</b>
<i>Stage 3</i>	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for the audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme

Language function  
**RECOUNTING**

Depending on the purpose, this function may involve text forms such as:

- literary recounts or narratives
- factual recounts or narratives

Yrs 5–6  
ELLP Foundation Stage

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 22–23  
Writing: pages 45 and 47–55  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**English texts**

Narrative and recount texts with the characteristics and conventions of story and recount text forms, e.g., “Surprise” (SJ 2.4.06; literary recount), “My Opo Summer” (SJ 3.3.07; fictionalised recount based on factual events), “Nasty Nellie” (SJ 2.4.07; factual recount), “Southern Lights” (SJ 3.1.05; Māori traditional story), “Percy’s Song of Freedom” (SJ 2.2.05; literary recount), “The Journal’s Century” (SJ 3.2.07; timeline with narrative)

**Some cross-curricular links**

**Maths and Statistics:** solve problems involving timelines, e.g., *The Volcanoes Erupt, Number: Book 3* (FIO, levels 3–4)

**The Arts:** recount ways of creating drama, dance, music, visual arts, e.g., as in “Nasty Nellie” (SJ 2.4.07)

**Health and PE:** discuss issues in narratives and recounts that deal with change and loss, e.g., as listed on pages 55–60 of *Change, Loss, and Grief* (CIA, years 1–8)

**Science:** recognise that there are life processes common to all living things [that] occur in different ways, e.g., in *Animal Life Histories* (BSC, 4, levels 1–4); “The World of Ferns” and “Grow Your Own Ferns” (*Connected 3* 2002)

**Social Studies:** find out how people record the past in different ways, e.g., “The Journal’s Century” (SJ 3.2.07), “My Opo Summer” (SJ 3.3.07),

**Technology:** revisit planning to include reviews of progress, e.g., as in “Room 5’s Amazing Meeting Seating” (*Connected 2* 2005)

**RECOUNTING**

Oral language (Foundation Stage)

**Suggested language learning outcomes**

- Identifies related words from short, simple recounts and narratives.
- Uses single words, formulaic phrases, or incomplete sentences to recount factual or narrative information.

**Learning indicators**

**Listening (receptive indicators)**

- Recognises gestures and facial expressions that reinforce the spoken message.
- Identifies events or characters from pictures in a known context.
- Begins to join in songs, rhymes, and chants.
- Recognises some content words used in texts that recount or narrate.
- Exhibits listening behaviour, e.g., looks at speaker.
- Shows enjoyment during spoken activities related to a recount or narrative.

**Speaking (productive indicators)**

- Uses key words related to texts that recount or narrate.
- Mimics others’ language without necessarily understanding the meaning.
- Pronounces common words and phrases from familiar texts and activities comprehensibly.
- Adds information, with prompting or questioning.
- Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a recount or narrative text.
- Interjects by making comments related to their own experiences.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

- Talk about main events in simple, repetitive oral texts, e.g., “In the dark, dark house there was a dark, dark room ...”.
- Introduce settings with pictures, puppets, masks, or props from simple repetitive texts, naming each setting and describing it simply, e.g. “a dark, dark house”; “a dark, dark room”.
- With a student partner, model an information-gap activity, focusing on positional language, e.g., “Our school is at the end of the street and in front of the reserve.”
- Lead repetitive jazz chants and refrains based on class recounts or narratives.

**Guided practice – Students practise target language:**

- In groups, students use dialogue from a text to role-play the story, e.g., “ ‘Oh no,’ said her mother. ‘That’s the song of freedom.’ ”
- In groups, students retell a recount from an oral cloze passage that omits first a word, then a phrase for students to fill in.
- In pairs, students sequence pictures from a familiar text and use these to retell the sequence of events.

**Independent language use – Students use target language:**

- Students continue to retell a recount or narrative after the teacher stops at a random point.
- Students innovate on a text by substituting characters or settings, e.g., “an elephant in the park” instead of a lion in the meadow (*A Lion in the Meadow* by Margaret Mahy).
- Students draw characters, places, or events after listening to a talk on a familiar topic.

## RECOUNTING

### *Suggested language learning outcomes*

- Joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities.

### *Learning indicators*

1. Reads simple sentences from familiar recounts and narratives.
2. Recognises key participants and actions in familiar literary and factual recounts and narratives.
3. Identifies different purposes of texts on the basis of layout, style, and content.
4. Uses illustrations to gain information from recounts and narratives.
5. Identifies some letters, sounds, and words in a literary text.

## Reading (Foundation Stage)

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Model how to match pictures to characters or objects from a familiar text.
2. Demonstrate how to answer simple *true/false* statements based on class narratives or recounts, e.g., “On Tuesday, Room 4 went to the zoo. True or false?”
3. Demonstrate how to match sentence strips to pages in familiar texts.

#### **Guided practice – Students practise target language:**

1. In groups, students read the title of a story and form hypotheses about likely characters, actions, places, and events.
2. In pairs, students complete a supported cloze task (i.e., a cloze passage with the first letter of the missing words left in or with the words provided in a list) on a familiar topic.
3. Students reorder jumbled sentences from a familiar recount or narrative.

#### **Independent language use – Students use target language:**

1. Students build and read aloud sentences relating to a familiar text. To construct their sentences, they use cards that provide suitable noun phrases, verbs, and adverbs.
2. Students sequence the events of a class excursion by placing sentence strips on a chart or map.

## RECOUNTING

### *Suggested language learning outcomes*

- Writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts.

### *Learning indicators*

1. Uses words from first language to supplement writing.
2. Writes or copies words, phrases, or short sentences from literary or factual recounts or narratives.
3. Draws to illustrate a simple literary or factual recount or narrative.
4. Uses a small bank of known words in writing.
5. Completes simple, repetitive sentences that have been modelled for them.

## Writing (Foundation Stage)

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Encourage students to write recounts of shared experiences in their first language, and arrange for these to be translated if possible, so that the recounts can be used for whole-class activities.
2. Demonstrate how to draw an illustration of an event from a familiar text or a personal experience.
3. Transcribe sentences from students’ oral recounts.

#### **Guided practice – Students practise target language:**

1. Students edit a jointly constructed text on the computer.
2. Students extend noun phrases by adding adjectives, e.g., “There was a building. There was a grey stone building.”

#### **Independent language use – Students use target language:**

1. Students innovate on a familiar text, rhyme, or song by substituting nouns and adjectives, e.g., “We’re going on a *snail* hunt ...”.
2. Students produce a recount of an excursion in the form of a “journey map”, using familiar words, illustrations, and words and phrases from word banks.

## Language function

# RECOUNTING

Depending on the purpose, this function may involve text forms such as:

- literary recounts or narratives
- factual recounts or narratives

Yrs 5–6  
ELLP Stage 1

### ELLP references

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 24–31  
Writing: pages 45 and 56–59  
in ELLP 5–8

## New Zealand Curriculum links

### English achievement objectives

#### Listening, Reading, and Viewing Speaking, Writing, and Presenting

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

#### English texts

Narrative and recount texts with the characteristics and conventions of story and recount text forms, e.g., “Surprise” (SJ 2.4.06; literary recount) “My Opo Summer” (SJ 3.3.07; fictionalised recount, based on factual events), “Nasty Nellie” (SJ 2.4.07; factual recount), “Southern Lights” (SJ 3.1.05; Māori traditional story), “Percy’s Song of Freedom” (SJ 2.2.05; literary recount), “The Journal’s Century” (SJ 3.2.07; timeline with narrative)

### Some cross-curricular links

**Maths and Statistics:** solve problems involving timelines, e.g., *The Volcanoes Erupt, Number: Book 3* (FIO, levels 3–4)

**The Arts:** recount ways of creating drama, dance, music, visual arts, e.g., as in “Nasty Nellie” (SJ 2.4.07)

**Health and PE:** discuss issues in narratives and recounts that deal with change and loss, e.g., as listed on pages 55–60 of *Change, Loss, and Grief* (CIA, years 1–8)

**Science:** recognise that there are life processes common to all living things [that] occur in different ways, e.g., in *Animal Life Histories* (BSC, 4, levels 1–4); “The World of Ferns” and “Grow Your Own Ferns” (*Connected 3* 2002)

**Social Studies:** find out how people record the past in different ways, e.g., “The Journal’s Century” (SJ 3.2.07), “My Opo Summer” (SJ 3.3.07)

**Technology:** revisit planning to include reviews of progress, e.g., as in “Room 5’s Amazing Meeting Seating” (*Connected 2* 2005)

## RECOUNTING

## Oral language (Stage 1)

### Suggested language learning outcomes

- Identifies main events and characters in familiar recounts and narratives.
- Retells familiar narratives and recounts personal experiences.

### Learning indicators

#### Listening (receptive indicators)

- Relates recounts and narratives to their own experiences.
- Shows understanding and enjoyment by anticipating events in a recount or narrative.
- Demonstrates understanding of some elements of a recount or narrative by asking relevant questions.
- Shows understanding of a sequence of events through their answers and during learning activities.
- Provides non-verbal feedback to the speaker to sustain interaction.
- Shows understanding about characters and how they influence events by commenting, e.g., “He happy. He catch fish.”

#### Speaking (productive indicators)

- Uses gestures or voice in an attempt to support or amplify meaning.
- Makes comments that show an understanding about characters and how they influence events, e.g., “He happy. He catch fish.”
- Uses linking words and phrases to order events, e.g., *then, after that*.
- Describes events, characters, objects, and places in recounts and narratives.
- Orders events from a recount or narrative in a logical sequence.

### Language learning activities

#### Explicit instructions – Teacher supplies target language:

- Introduce students to experiences that relate to curriculum content by using pictures, real objects, DVDs, e.g., about going to a birthday party.
- Use visual support to explain key words or expressions that are culturally specific, e.g., to the New Zealand bush. Encourage students to use their first language as required.

#### Guided practice – Students practise target language:

- In groups, students retell a familiar class story by following the illustrations in the book.
- In groups, students recount the events from a class excursion from the viewpoint of the guide, e.g., events from a trip to the zoo or museum.
- In pairs, students answer questions about events that relate to a familiar class experience, e.g., “What did we do after lunch?”

#### Independent language use – Students use target language:

- Students continue the retelling of a familiar class story without book support.
- Students plan and perform in a role play based on a familiar text, e.g., another adventure for Percy the canary.
- Students identify the changes in an innovation on a familiar text.



## RECOUNTING

## Reading (Stage 1)

### ***Suggested language learning outcomes***

- Reads familiar literary and factual recounts and narrative texts.

### ***Learning indicators***

1. Predicts actions of characters in a recount or narrative.
2. Identifies the building and resolution of tension in a narrative.
3. Recognises the structure of a literary or factual recount or narrative.
4. Recalls events from well-known literary and factual recounts and narratives.
5. Compares and contrasts characters and events from different texts.
6. Recognises linking words and phrases used to order events.
7. Follows pronoun references in a literary or factual recount or narrative.
8. Summarises and organises information from factual recounts.
9. Uses visual supports, e.g., pictures, diagrams, to interpret meaning.

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Model simple *true/false* statements based on familiar texts, “thinking aloud” about the evidence for inferential responses, e.g., “Mum’s cake is the thing they don’t want Dad to see – true or false? I think it’s true, because she gives it to them even though Dad said not to bring food.”
2. Demonstrate the use of the “five Ws” (who, what, when, where, and why) to identify content detail in a familiar recount or narrative.

#### **Guided practice – Students practise target language:**

1. In groups, students find emotive language in a narrative or recount and discuss the effect, e.g., *With a lurch of fury, Dad ... heaves it out ... Dad slumps down.*
2. Students participate in a guided jigsaw reading of sections from a short recount or narrative, using detailed comprehension questions or sentence stems to guide summaries.

#### **Independent language use – Students use target language:**

1. Students identify who, what, where, and when in the orientation section of a recount or narrative.
2. Students identify emotive language in a narrative and describe its effect.

## RECOUNTING

## Writing (Stage 1)

### ***Suggested language learning outcomes***

- Writes simple literary and factual recounts and narratives, using language learned in class.

### ***Learning indicators***

1. Writes a literary or factual recount or narrative that shows a simple and logical sequence of ideas.
2. Uses appropriate connectives for simple cohesion of ideas, e.g., *then, and.*
3. Writes sentences that use the subject–verb–object pattern.
4. Uses regular and some irregular past-tense verbs, e.g., *went, bought.*
5. Writes an orientation to a narrative, informing the reader about who, what, when, where, and why.
6. Uses pronoun reference, e.g., “The bus broke down. It ...”.
7. Provides some detail in factual texts, e.g., a report for the class magazine.
8. Writes some fiction texts, e.g., imaginative recounts and narratives.
9. Uses direct speech, e.g., “ ‘It’s broken,’ she said.”
10. Uses intensifiers and/or repetition for emphasis or intensity, e.g., *completely broken; very, very sad.*

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Develop and display word banks of nouns, adjectives, and verbs relating to a familiar text.
2. Draw students’ attention to the text structure and to the language features of a recount, e.g., by answering who, what, when, where, and why questions in the orientation section and by noting sequence markers used to indicate the order of events.

#### **Guided practice – Students practise target language:**

1. In pairs, students create new sentences using strips with noun phrases, verbs, and adverbial phrases.
2. In groups, students match direct-speech bubbles to the correct character, e.g., “ ‘Please line up with your partner,’ he requested” is matched to a picture of the teacher.
3. In groups, students create appropriate illustrations for a picture-book version of a jointly constructed text.

#### **Independent language use – Students use target language:**

1. Students innovate on a familiar text by changing the setting, e.g., the time and place.
2. Students write a recount in response to a visual stimulus, e.g., photographs of a familiar event. The student may write their first draft partly or completely in their first language and later provide an oral English version.

Language function  
**RECOUNTING**

Depending on the purpose, this function may involve text forms such as:  
literary recounts or narratives  
factual recounts or narratives

Yrs 5–6  
ELLP Stage 2

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 30–35  
Writing: pages 45 and 60–70  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Narrative and recount texts with the characteristics and conventions of story and recount text forms, e.g., “Surprise” (SJ 2.4.06; literary recount) “My Opo Summer” (SJ 3.3.07; fictionalised recount, based on factual events), “Nasty Nellie” (SJ 2.4.07; factual recount), “Southern Lights” (SJ 3.1.05; Māori traditional story), “Percy’s Song of Freedom” (SJ 2.2.05; literary recount), “The Journal’s Century” (SJ 3.2.07; timeline with narrative)

**Some cross-curricular links**

**Maths and Statistics:** solve problems involving timelines, e.g., *The Volcanoes Erupt, Number: Book 3* (FIO, levels 3–4)

**The Arts:** recount ways of creating drama, dance, music, visual arts, e.g., as in “Nasty Nellie” (SJ 2.4.07)

**Health and PE:** discuss issues in narratives and recounts that deal with change and loss, e.g., as listed on pages 55–60 of *Change, Loss, and Grief* (CIA, years 1–8)

**Science:** recognise that there are life processes common to all living things [that] occur in different ways, e.g., in *Animal Life Histories* (BSC, 4, levels 1–4); “The World of Ferns” and “Grow Your Own Ferns” (*Connected 3* 2002)

**Social Studies:** find out how people record the past in different ways, e.g., “The Journal’s Century” (SJ 3.2.07), “My Opo Summer” (SJ 3.3.07)

**Technology:** revisit planning to include reviews of progress, e.g., as in “Room 5’s Amazing Meeting Seating” (*Connected 2* 2005)

**RECOUNTING**

**Oral language (Stage 2)**

**Suggested language learning outcomes**

- Gains information and enjoyment from extended recounts and narratives.
- Recognises and interprets key elements in the development of recounts and narratives.

**Learning indicators**

**Listening (receptive indicators)**

1. Predicts outcomes of events in recounts and narratives.
2. Expresses empathy with the feelings and perspectives of participants in a literary or factual text.
3. Asks questions to clarify detail or gain extra information to assist comprehension.
4. Identifies the point of view of the narrator in a book, TV show, or movie.
5. Recognises the theme and message of a recount or narrative, that is, the main idea.
6. Identifies the significance of an event in a historical recount.

**Speaking (productive indicators)**

1. Gives relevant detail when recounting.
2. Plans and presents their own recount or narrative based on models.
3. Elaborates on elements of recounts or narratives, e.g., setting, character, events.
4. Retells recounts or narratives using appropriate structures.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Lead discussion about what makes the resolution of a story successful, e.g., by asking how the characters could realistically solve the problem: “Who might help?”
2. Build students’ background knowledge by discussing relevant facts before engaging with a narrative, e.g., discussing features of the New Zealand bush, including risks for trampers, before telling a narrative about being lost in the bush.
3. Draw attention to words and phrases that express or imply tone and attitude, e.g., “We *crowded* onto the bus and *squished* into the seats. It was *hot and sticky and smelly*.”

**Guided practice – Students practise target language:**

1. In pairs, students rehearse a retelling of a narrative or recount with emphasis on voice, gesture, and expression.
2. In groups, students discuss open comprehension questions about a familiar recount or narrative, e.g., “What might happen to the wildlife if a resort is built on the island?” “What could you do to protect wildlife in this situation?”
3. In groups, students discuss alternative resolutions for a familiar narrative.

**Independent language use – Students use target language:**

1. Students retell a familiar recount text from a different point of view.
2. Students take turns to be the one in the “hot seat”, who takes on the role of a character from a familiar story and answers questions that the other students ask.

## RECOUNTING

## Reading (Stage 2)

### **Suggested language learning outcomes**

- Retells and summarises\* literary and factual recounts and narratives, referring to main ideas and supporting details.

### **Learning indicators**

1. Compares and contrasts, with some detail, people, places, and events in literary and factual recounts and narratives.
2. Shows understanding of participants' character, e.g., through role play.
3. Identifies key words and phrases relating to the theme of a literary or factual recount or narrative.
4. Organises and represents information from a factual recount, using modelled formats, e.g., family tree, biography.
5. Formulates key questions to help identify events and ideas in literary and factual recounts and narratives.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to read maps and interpret photographs, diagrams, and other graphics related to factual recounts.
2. Lead the class in identifying the differences between an original narrative or recount and a second version written from a different point of view, e.g., *The True Story of the Three Little Pigs* by A. Wolf (Jon Scieszka).

#### **Guided practice – Students practise target language:**

1. In pairs, students draw a story map for a narrative or recount, e.g., "My Opo Summer" (SJ 3.3.07).
2. In groups, after viewing a short animated narrative, students compare the animation to the original text, using a diagram.

#### **Independent language use – Students use target language:**

1. Students role-play different characters giving reasons for their actions.
2. Students complete a three-level reading guide with a focus on level 2 (inferential thinking) and level 3 (critical and evaluative thinking).

## RECOUNTING

## Writing (Stage 2)

### **Suggested language learning outcomes**

- Plans and writes cohesive literary and factual recounts and narratives on familiar topics.

### **Learning indicators**

1. Creates mood and feeling by selecting appropriate words.
2. Sustains storyline or sequence of events and sustains some characterisation in literary or factual recounts or narratives.
3. Uses relative clauses to describe characters, e.g., "Whina Cooper, the kuia *who led the hikoi*."
4. Uses emotive language in a literary or factual recount or narrative.
5. Incorporates information from another source into their own writing, e.g., when recounting a historical event.
6. Recounts from the viewpoint of a designated character in a literary or factual recount or narrative.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. "Think aloud" to demonstrate how to develop a believable resolution for a narrative, drawing on characterisation, previous events, and so on.
2. Draw attention to the effect of using descriptive, dynamic verbs to make a narrative more engaging, e.g., *plummeted* rather than *fell*, *shrieked* rather than *called out*.

#### **Guided practice – Students practise target language:**

1. In groups, students design a storyboard for an animated version of a narrative or a factual recount.
2. In pairs, students expand sentences by adding dependent clauses, e.g., "My friend, *who is the same age as me*, is going to visit six different countries *where he has relatives*."

#### **Independent language use – Students use target language:**

1. Students rewrite a narrative from the point of view of one of the characters, e.g., Opo in "My Opo Summer" (SJ 3.3.07).
2. Students contribute relevant technical vocabulary (including definitions, illustrations, and so on) to class word banks, e.g., *rip tide*, *pōhutukawa tree*, *tapu*.

\* It is important to note that this is a reading comprehension strategy not a spoken or written outcome, so retelling and summarising needs to be organised in ways that do not rely heavily on spoken and written skills, e.g., using pictures.

The background features several light pink, stylized swirls of varying sizes and orientations, creating a decorative and organic feel. The word "Responding" is centered in a red, italicized serif font.

# *Responding*

## RESPONDING

### Language function across the curriculum

Depending on the purpose, this function may include: recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...

#### Spoken and written text forms

- personal response
- review

**Note:** Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5-6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>identifies related words from simple responses to literary texts*</b>	<b>uses single words, formulaic phrases, or incomplete sentences to respond to literary texts</b>	<b>joins in shared reading of responses to literary texts and completes simple related activities</b>	<b>writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts</b>
<i>Stage 1</i>	<b>follows short opinions about familiar literary texts</b>	<b>states brief opinions about familiar literary texts</b>	<b>reads simple responses to familiar literary texts</b>	<b>writes short responses to familiar literary texts</b>
<i>Stage 2</i>	<b>follows varying comments and opinions about literary texts</b>	<b>elaborates on personal responses to literary texts</b>	<b>follows main ideas from reviews of literary texts</b>	<b>plans and writes reviews incorporating key structural elements</b>
<i>Stage 3</i>	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical responses

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function  
**RESPONDING**

Depending on the purpose, this function may involve text forms such as:  
personal responses

Yrs 5–6  
ELLP Foundation Stage

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 22–23  
Writing: pages 45 and 47–55  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**English texts**

Literary texts that students can respond to\*, e.g., “In and out the Window” (SJ 3.1.05) “Te Waka o Aoraki” (SJ 3.2.03); “Nana’s Sunrise” (SJ 2.1.06); texts giving opinions, reasons, and feelings about creative products or literary texts; also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “Great-grandpa” (SJ 2.1.06), “Boring Street” (SJ 2.2.05)

**Some cross-curricular links**

**Maths and Statistics:** evaluate the effectiveness of different displays in representing ... findings, e.g., as in It’s on the Cards, *Statistics* (FIO, level 3)

**The Arts:** respond to dances from a variety of cultures; respond to ... live and recorded music; revisit visual ideas, in response to ... observation and imagination; respond to drama, e.g., as described on page 26 of *Playing Our Stories* (years 1–6)

**RESPONDING**

**Oral language (Foundation Stage)**

**Suggested language learning outcomes**

- Identifies related words from simple responses to literary texts.\*
- Uses single words, formulaic phrases, or incomplete sentences to respond to literary texts.

**Learning indicators**

**Listening (receptive indicators)**

1. Exhibits listening behaviour when listening to discussions about a literary text or other creative product or performance.
2. Responds to questions, with support, e.g., teacher asks “Did you like the story?” and student nods.
3. Responds to a single element of a literary text, e.g., laughs when something funny happens.
4. Indicates understanding through *yes/no* responses.

**Speaking (productive indicators)**

1. Begins to express some likes, dislikes, and feelings about a literary text or other creative product or performance, e.g., “It funny.”
2. Expresses a short personal opinion about a literary text or other creative product or performance, e.g., “Boy try hard.”
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to responses to a literary text.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. After reading a story or poem, ask questions about students’ reactions to the text in a way that enables them to show their responses non-verbally, e.g., thumbs up for *like*, down for *dislike*.
2. Develop the concept of *favourite* by listing students’ preferences (e.g., among television shows, pets, fruit, food) and ranking them, pointing out that the best-liked one in each list is the favourite.
3. Present the sentence structures: *I like ..., I didn’t like ...*
4. Demonstrate a range of facial expressions that express agreement or disagreement with statements about a text heard on an audio recording, e.g., “Nana remembers people’s names.”
5. Use a story map to trace important events and settings as a story is retold.

**Guided practice – Students practise target language:**

1. In groups, students record, onto a grid, group members’ likes and dislikes of events or characters.
2. In pairs, students practise following a simple formula to respond to a story, e.g., “In this story, I like it when ...”.
3. In pairs, students give reasons for liking or disliking a character from a familiar story.
4. In groups, students play a memory game, using pictures of characters or events from a familiar story, e.g., “This Great-grandpa. His hearing aid. Loud guns – their ears hurt.”

**Independent language use – Students use target language:**

1. Students present a simple oral response to a familiar narrative text.
2. Students ask questions of a speaker, e.g., an author or illustrator who visits the school.

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

## RESPONDING

## Reading (Foundation Stage)

### *Suggested language learning outcomes*

- Joins in shared reading of responses to literary texts and completes simple related activities.\*

### *Learning indicators*

1. Demonstrates reading-like behaviour by taking part in shared reading.
2. Chooses suitable and interesting fiction books by looking at covers and illustrations.
3. Follows simple literary texts while listening to them read aloud.
4. Shows a personal response to a literary text.
5. Identifies opinion words in a response to a literary text.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. “Think aloud”, modelling correct language, to demonstrate how to identify pictures, words, or phrases from a familiar literary text that may elicit an emotive response, e.g., *important karakia, cold dark ocean, watched helplessly*.
2. Present language that is used to talk about books and stories, e.g., *title, author, spine*.
3. Provide sentence strips to help students talk about their likes and dislikes of characters or events from a familiar class narrative, e.g., a strip saying *I like ...*

#### **Guided practice – Students practise target language:**

1. In pairs, students complete a cloze activity (with the beginning letters of missing words left in or a word bank provided) focusing on nouns and emotive words such as *exciting, hard-working, shyly*.
2. Students match split sentences, e.g., “Grandpa lost his hearing because ... the guns went off very loudly.”

#### **Independent language use – Students use target language:**

1. Students complete a supported cloze activity, focusing on nouns and emotive words, referring to a word bank that includes “distractors”.
2. Students read and comment on familiar sentences about likes and dislikes related to a text, e.g., “The boy likes Great-grandpa when he talks about the old days.” “I like this poem.”
3. Students read other students’ responses and agree or disagree.

## RESPONDING

## Writing (Foundation Stage)

### *Suggested language learning outcomes*

- Writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts.\*

### *Learning indicators*

1. Uses words in first language to supplement writing.
2. Copies lists of words that express likes, dislikes, and feelings about a literary text.
3. Draws to illustrate their favourite part of a literary text.
4. Copies single-opinion sentences and sentence patterns about a literary text.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate drawing a picture to illustrate a favourite event or character from a familiar text.
2. Model a sentence-completion activity, e.g., “I like ... because ...”; “I didn’t like ... because ...”.

#### **Guided practice – Students practise target language:**

1. In groups, students develop and illustrate a group dictionary of emotive words for likes and dislikes, e.g., *good, bad, funny, sad, silly*.
2. In pairs, students write simple responses to familiar narrative texts, using correct punctuation, e.g., capitals for proper nouns.

#### **Independent language use – Students use target language:**

1. Students write a personal response to a familiar literary text.
2. Students select a picture of an element of a favourite story and complete a cloze response, e.g., “I like ... because ...”.

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function  
**RESPONDING**

Depending on the purpose, this function may involve text forms such as:  
personal responses  
reviews

Yrs 5–6  
ELLP Stage 1

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 24–31  
Writing: pages 45 and 56–59  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Literary\* texts that students can respond to, e.g., “In and out the Window” (SJ 3.1.05); “Te Waka o Aoraki” (SJ 3.2.03); “Nana’s Sunrise” (SJ 2.1.06); texts giving opinions, reasons, and feelings about creative products or literary texts; also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “Great-grandpa” (SJ 2.1.06), “Boring Street” (SJ 2.2.05)

**Some cross-curricular links**

**Maths and Statistics:** evaluate the effectiveness of different displays in representing ... findings, e.g., as in It’s on the Cards, *Statistics* (FIO, level 3)

**The Arts:** respond to dances from a variety of cultures; respond to ... live and recorded music; revisit visual ideas, in response to ... observation and imagination; respond to drama, e.g., as described on page 26 of *Playing Our Stories* (years 1–6)

**RESPONDING**

**Oral language (Stage 1)**

**Suggested language learning outcomes**

- Follows short opinions about familiar literary texts.\*
- States brief opinions about familiar literary texts.

**Learning indicators**

**Listening (receptive indicators)**

1. Provides non-verbal feedback to speaker to sustain interaction.
2. Indicates when not sure what questions about a literary text mean.
3. Indicates understanding of key elements of literary texts by identifying statements as true or false.
4. Responds to questions eliciting opinions about literary texts.

**Speaking (productive indicators)**

1. Supports an opinion by referring to descriptions or events in a literary text.
2. Expresses a set of likes, dislikes, and feelings about a literary text, e.g., “Ms Ropata, that funny book.”
3. Expresses a personal opinion about a literary text, using details from the text, e.g., “Mum look funny getting out window.”
4. Uses simple comparison and contrast in giving opinions.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Demonstrate different ways to make statements, e.g., “I enjoyed ...”, “I thought ... was funny”, “... made me sad”.
2. Asking questions that follow a formula, e.g., “What was your favourite ...?”, “What was your least favourite ...?”
3. Build and display a semantic web of emotive words.
4. Explain the purpose and structure of reviews.

**Guided practice – Students practise target language:**

1. In groups, students discuss events in a story or poem and justify personal responses, e.g., “I liked Nana smile and she remembered. It Casey happy.”
2. In groups, students recreate a story using puppets, focusing on gestures and intonation to develop the atmosphere of each scene.
3. In pairs, students summarise a story simply, e.g., “This story is about how the South Island was formed and who Aoraki was.”

**Independent language use – Students use target language:**

1. Students plan and present an oral summary of a familiar literary text.
2. Students provide a simple response to a familiar literary text.

\* In SELLPIS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.



## RESPONDING

## Reading (Stage 1)

### **Suggested language learning outcomes**

- Reads simple responses to familiar literary texts.\*

### **Learning indicators**

1. Relates an aspect of a literary text to personal experience.
2. Identifies features with personal appeal in literary texts.
3. Understands and uses some of the terminology of reading, e.g., *author, title, letter, word, sentence, page*.
4. Rereads familiar, self-chosen literary texts to increase accuracy and fluency and for understanding and enjoyment.
5. Shows a personal response by choosing another book by the same author.
6. In simple ways, compares and contrasts characters or events from different literary texts.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Lead students in identifying emotive words in a review, e.g., *courageous, magnificent*.
2. Model how to make inferences about a character's motives, qualities, and characteristics, based on visual images from the text.

#### **Guided practice – Students practise target language:**

1. In groups, students identify emotive words in a review text.
2. Students choose three books, putting them in the order of their preference and giving reasons by completing sentence stems, e.g., *I like this book best because ...*
3. In pairs, students match split sentences, e.g., "Grandpa lost his hearing because ... the guns went off very loudly."

#### **Independent language use – Students use target language:**

1. Students sort and sequence the cut-up sentences of two reviews of different literary texts.
2. Students discuss whether a simple review of a literary text is accurate in terms of factual information, e.g., names of characters, and identify the reviewer's opinions and reasons then agree or disagree.

## RESPONDING

## Writing (Stage 1)

### **Suggested language learning outcomes**

- Writes short responses to familiar literary texts.\*

### **Learning indicators**

1. Uses simple phrases to express basic comparisons.
2. Uses knowledge of sentence patterns to form new sentences.
3. Writes predominantly in the present tense.
4. Selects suitable descriptive and opinion words in writing.
5. Writes simple personal-opinion texts that present a point of view.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Explain how to illustrate a favourite event or character, using colour to enhance the mood, e.g., red = happiness or good luck. (Ask students to share what different colours mean to them.)
2. Demonstrate how to compose a simple review that includes two quotes from the text to support your judgment of it.

#### **Guided practice – Students practise target language:**

1. In pairs, students complete a review template, e.g., with headings such as Story title, Author, Synopsis, Judgment.
2. In groups, students complete a grid on characters in a book, using adjectives to describe their appearance, actions, habits, feelings.
3. In groups, students write or complete a "blurb" for a familiar class literary text.

#### **Independent language use – Students use target language:**

1. Students write a response to a book by completing a template with instructions such as "State who was your favourite character and say why. Draw and label events from the story."
2. Students complete sentence stems, e.g., "When Aoraki was chanting the karakia, his brothers were scared because ...".

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function  
**RESPONDING**

Depending on the purpose, this function may involve text forms such as:  
personal responses  
reviews

Yrs 5–6  
ELLP Stage 2

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 30–35  
Writing: pages 45 and 60–70  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Literary\* texts that students can respond to, e.g., “In and out the Window” (SJ 3.1.05); “Te Waka o Aoraki” (SJ 3.2.03); “Nana’s Sunrise” (SJ 2.1.06); texts giving opinions, reasons, and feelings about creative products or literary texts; also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “Great-grandpa” (SJ 2.1.06), “Boring Street” (SJ 2.2.05)

**Some cross-curricular links**

**Maths and Statistics:** evaluate the effectiveness of different displays in representing ... findings, e.g., as in It’s on the Cards, *Statistics* (FIO, level 3)

**The Arts:** respond to dances from a variety of cultures; respond to ... live and recorded music; revisit visual ideas, in response to ... observation and imagination; respond to drama, e.g., as described on page 26 of *Playing Our Stories* (years 1–6)

**RESPONDING**

**Oral language (Stage 2)**

**Suggested language learning outcomes**

- Follows varying comments and opinions about literary texts.\*
- Elaborates on personal responses to literary texts.

**Learning indicators**

**Listening (receptive indicators)**

1. Shows understanding of various ideas expressed about a literary text.
2. Responds to views and statements of others about a literary text.
3. Links diverse opinions with parts of a literary text.

**Speaking (productive indicators)**

1. Expands on opinions if required.
2. Expresses relationships through comparisons and contrasts, e.g., “This book same last one we read.”
3. Uses a range of descriptive language to express feelings about a literary text.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Present, on audiotape, a model interview of a character from a literary text.
2. Introduce different forms of literary texts, e.g., poems, plays, fairytales, movies.
3. Analyse a review text and identify the reviewer’s opinion.
4. Demonstrate how words and phrases express a judgment about a character or an event.

**Guided practice – Students practise target language:**

1. In groups, students decide on reasons why a character behaved in a particular way.
2. In groups, students role-play characters from a literary text, using dialogue consistent with the character and events.
3. In groups, students play the part of a literary character or author in a “hot seat” activity.
4. In groups, students share books brought from home by reading excerpts and giving a personal response.
5. Students identify language that builds stereotypes after listening to a recount or narrative, e.g., the evil stepmother in *Hansel and Gretel*, the idea that soldiers want wars to fight.

**Independent language use – Students use target language:**

1. Students pretend to be reviewers and answer prepared interview questions about a familiar text in a “reviewer hot seat” activity.
2. Students suggest questions to ask visiting authors about their books.
3. Students discuss “critical comprehension” questions, e.g., “In ‘Nana’s Sunrise’, how do the images in the picture reflect the title and theme? Why has the illustrator chosen this moment to focus on?”

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

## RESPONDING

## Reading (Stage 2)

### *Suggested language learning outcomes*

- Follows main ideas from reviews of literary texts.\*

### *Learning indicators*

1. Recalls key information from a review.
2. Compares and contrasts reviews of the same book or movie.
3. Identifies how sentences or paragraphs are organised to present new information on a topic, e.g., detail will follow the main idea.
4. Identifies the audience for a review.
5. Identifies how a literary review affects the reader.
6. Locates the topic sentence to identify the main idea of a paragraph.
7. Identifies effective features of a review.
8. Draws conclusions and makes choices and decisions on the basis of information gained from a review.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Model how to support your opinion with detail in a review, “thinking aloud” as you do so.
2. Lead discussion about stereotypes in a literary text, highlighting language and pictures that contribute to creating the image, e.g., *witch – ugly, old, scrawny, warts, cat*.

#### **Guided practice – Students practise target language:**

1. In pairs, students identify lexical chains of emotive words.
2. In groups, students identify stereotypes in literary texts, e.g., a faithful dog, a proud princess.
3. In groups, students make charts of possible alternatives for verbs used in reviews, e.g., *said = discussed; reported = stated; thinks = considers, believes*.

#### **Independent language use – Students use target language:**

1. Students answer comprehension questions, at literal, inferential, and evaluative levels, about a familiar literary text.
2. Students read different reviews of the same book and complete a *same/different* grid.

## RESPONDING

## Writing (Stage 2)

### *Suggested language learning outcomes*

- Plans and writes reviews incorporating key structural elements.

### *Learning indicators*

1. Writes cohesive paragraphs reflecting distinct ideas.
2. Edits their own writing for accuracy and coherence.
3. Uses a range of expressions to signal their personal opinion.
4. Supports their opinion with detail from a literary text.
5. Incorporates key events in the synopsis.
6. Shows awareness of audience in writing a review.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to identify the structure of promotional trailers for a movies.
2. Model how to draw a concept map or story map summarising part of a book or movie.
3. Demonstrate how to include, in a review, excerpts from a text to support a statement.

#### **Guided practice – Students practise target language:**

1. In pairs, students write questions to use in an interview with a reviewer.
2. In groups, students build word families of words that end with *-ful* to use in reviews, e.g., *wonderful, suspenseful*.

#### **Independent language use – Students use target language:**

1. Students write a synopsis of a familiar movie.
2. Students write entries in a reflective reading log using headings such as Title, Author, Characters, Story, Illustrations, What I liked/didn't like.

\* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

The background features several decorative swirls in shades of pink and light orange. One large swirl is on the left side, another is in the top right corner, and a third is in the bottom left corner. The word "Instructing" is centered in a red, italicized font.

# *Instructing*

## INSTRUCTING

### Language function across the curriculum

Depending on the purpose, this function may include: describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...

#### Spoken and written text forms

- procedure
- procedural recount

Note: Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5–6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>identifies related words from short, simple instructions</b>	<b>uses single words, formulaic phrases, or incomplete sentences to respond to instructions</b>	<b>joins in shared reading of familiar procedural texts and completes simple related tasks</b>	<b>writes and illustrates procedures based on modelled and/or jointly constructed texts</b>
<i>Stage 1</i>	<b>follows sequences of steps related to classroom procedures or learning activities</b>	<b>gives short sequences of steps related to classroom procedures, games, or learning tasks</b>	<b>reads simple procedures on a familiar topic</b>	<b>writes a simple procedure on a familiar topic</b>
<i>Stage 2</i>	<b>follows a series of instructions related to classroom procedures or learning activities</b>	<b>gives a series of oral instructions related to classroom procedures, games, or learning activities</b>	<b>identifies and organises main steps of instructions</b>	<b>plans and sequences information in procedural texts</b>
<i>Stage 3</i>	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter

Language function  
**INSTRUCTING**

Depending on the purpose, this function may involve text forms such as:  
procedures  
procedural recounts

Yrs 5–6  
ELLP Foundation Stage

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 22–3  
Writing: pages 45 and 47–55  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**  
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**English texts**

Procedural texts and texts giving instructions or recipes, e.g., “Make a Porotaka” (SJ 2.3.05; also available in the Tupu series), “How to Make a Wind Chime” (SJ 2.1.08), *Surfing the Snow* (SJSLS)

**Some cross-curricular links**

**Maths and Statistics:** set out the transformations [to map] one object onto another, e.g., in *Geometry* (FIO, level 3)

**The Arts:** follow instructions when role-playing in groups, e.g., in *Playing Our Stories* (years 1–6)

**Health and PE:** develop more complex movement sequences; enhance safety guidelines, e.g., in *Creating a Positive Classroom Community* (CIA, years 4–6)

**Science:** follow directions for observing properties of materials, e.g., in *Aluminium* (BSC, 13, levels 3–4)

**Social Studies:** consider examples of rules and laws, e.g., “‘Ofa Lahi Atu – Good Luck!” (SJ 3.3.2000)

**Technology:** undertake planning to identify the key stages ... to develop an outcome

**INSTRUCTING**

**Oral language (Foundation Stage)**

**Suggested language learning outcomes**

- Identifies related words from short, simple instructions.
- Uses single words, formulaic phrases, or incomplete sentences to respond to instructions.

**Learning indicators**

**Listening (receptive indicators)**

1. Identifies key words in familiar instructions.
2. Uses non-verbal behaviour to seek help.
3. Watches others perform a task and copies them.
4. Indicates understanding of common spoken instructions non-verbally, e.g., nods, smiles.
5. Seeks clarification of instructions in first language from same-language peers.

**Speaking (productive indicators)**

1. Uses simple, familiar, imperative verbs, e.g., *put*, *cover*.
2. Uses phrasal verbs in instructions, e.g., *pick up*, *go to*.
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Creates original utterances by substituting familiar phrases in instructions.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a procedural text.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Demonstrate action games requiring students to follow commands, e.g., Simon Says.
2. Encourage and demonstrate the use of non-verbal signals to communicate, e.g., pointing, nodding.
3. Demonstrate related steps while providing oral instructions for a simple computer activity, e.g., using a concept keyboard or simple matching games.
4. Demonstrate the steps of a familiar task while giving the oral instructions, e.g., for making a paper aeroplane.

**Guided practice – Students practise target language:**

1. In groups, students construct a simple sequence of actions to accompany the words of a song, rhyme, chant, or story.
2. Students join in saying familiar repetitive patterns from stories, songs, rhymes, chants, or raps.
3. In groups, students participate in a role play using instructional language, e.g., checking out books from the library, making a sandwich.
4. In pairs, students follow instructions to complete a computer-based task.
5. In groups, students retell a simple sequence of events, e.g., making a sandwich, and put pictures of the events in order.

**Independent language use – Students use target language:**

1. Students follow simple instructions, relying on context and key words, e.g., to complete a computer activity.
2. Students retell a familiar procedure.

## INSTRUCTING

## Reading (Foundation Stage)

### *Suggested language learning outcomes*

- Joins in shared reading of familiar procedural texts and completes simple related tasks.

### *Learning indicators*

1. Identifies objects in a procedure from pictures.
2. Follows a procedural sequence shown in pictures.
3. Uses illustrations to support reading.
4. Recognises key words from a familiar procedural text.
5. Recognises the structure of a procedural text.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Talk about the content before reading a procedural text from a big book.
2. Introduce key words in the text and relate them to pictures where relevant and possible.
3. Highlight the imperative form of action verbs.

#### **Guided practice – Students practise target language:**

1. In pairs, students match sequencing pictures to the relevant sections of a procedural text.
2. In groups, students follow a simple procedure after labelling and sequencing a set of pictures.
3. Students identify “sequence words” in a text, e.g., *first, second, then*.

#### **Independent language use – Students use target language:**

1. Students identify key words and phrases in captioned illustrations from a familiar procedural text.
2. Students find further examples of instructional texts, e.g., recipes, sports rules, craft instructions, at home, in the library, and so on.
3. Students take part in memory games, matching instructional text to related illustrations.

## INSTRUCTING

## Writing (Foundation Stage)

### *Suggested language learning outcomes*

- Writes and illustrates procedures based on modelled and/or jointly constructed texts.

### *Learning indicators*

1. Writes short copied instructions.
2. Uses words in first language to supplement writing.
3. Draws arrows to demonstrate sequence.
4. Draws objects used in a procedure.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to illustrate a simple, familiar procedure, e.g., how to make pikelets.
2. Provide simple instructions for students to copy and match to illustrations.
3. Develop and display a word bank of instructional verbs related to the class topic.

#### **Guided practice – Students practise target language:**

1. In pairs, students label their own illustrations, using instructional words on display.
2. In groups, students jointly construct a procedure by sequencing illustrations, diagrams, or photographs from a familiar procedural text.
3. In groups, students contribute to a group or class dictionary of relevant action verbs.

#### **Independent language use – Students use target language:**

1. Students write instructions for making or doing something, using drawings and their first language.
2. Students adapt the text of a jointly constructed procedure, e.g., How to Make a ... The innovation could be a mixture of drawing and text.
3. Students dictate sentences that give instructions for a procedural task.

Language function  
**INSTRUCTING**

Depending on the purpose, this function may involve text forms such as:  
procedures  
procedural recounts

Yrs 5–6  
ELLP Stage 1

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 24–31  
Writing: pages 45 and 56–59  
in ELLP 5–8

**New Zealand Curriculum links**

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Procedural texts and texts giving instructions or recipes, e.g., “Make a Porotaka” (SJ 2.3.05; also available in the Tupu series), “How to Make a Wind Chime” (SJ 2.1.08), *Surfing the Snow* (SJSL)

**Some cross-curricular links**

**Maths and Statistics:** set out the transformations [to map] one object onto another, e.g., in *Geometry* (FIO, level 3)

**The Arts:** follow instructions when role-playing in groups, e.g., in *Playing Our Stories* (years 1–6)

**Health and PE:** develop more complex movement sequences; enhance safety guidelines, e.g., in *Creating a Positive Classroom Community* (CIA, years 4–6)

**Science:** follow directions for observing properties of materials, e.g., in *Aluminium* (BSC, 13, levels 3–4)

**Social Studies:** consider examples of rules and laws, e.g., “Ofa Lahi Atu – Good Luck!” (SJ 3.3.2000)

**Technology:** undertake planning to identify the key stages ... to develop an outcome

**INSTRUCTING**

**Oral language (Stage 1)**

**Suggested language learning outcomes**

- Follows sequences of steps related to classroom procedures or learning activities.
- Gives short sequences of steps related to classroom procedures, games, or learning tasks.

**Learning indicators**

**Listening (receptive indicators)**

1. Follows a short sequence of instructions related to classroom activities.
2. Asks the speaker to repeat and/or speak slowly, e.g., “Say again, please.”
3. Asks questions that demonstrate an understanding of the task.
4. Provides non-verbal feedback to the speaker to sustain interaction.
5. Responds appropriately to instructions for different classroom activities.

**Speaking (productive indicators)**

1. Gives simple directions for a familiar task.
2. Makes simple comments about a procedure, e.g., “Too fast.”
3. Uses commands to direct peers in classroom games and activities.
4. Repeats some of another speaker’s words, e.g., in responding to a question. “Where did you *plant* the seed?” “*Plant seed* in pot.”
5. Rehearses or role-plays giving instructions or directions.
6. Plans what to say and how to give instructions.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Highlight key content words and demonstrate procedures for a specific task, e.g., a barrier game.
2. Demonstrate how to follow a short sequence of instructions related to classroom procedures, games, or learning tasks, e.g., cutting and pasting to make a mask.
3. Encourage same-language peers to use their first language to clarify tasks or concepts.
4. Lead action games by giving instructions for students to follow, e.g., “Simon says, ‘Stand up and hop on one leg.’”
5. Give a series of instructions for the students to follow, focusing on sequence markers, e.g., “*First* open your books, *then* pick up your pencils; *after that* write your name.”

**Guided practice – Students practise target language:**

1. In groups, students play an enquiry game focusing on prepositional phrases, e.g., one student says, “Where is the book?” and another answers, “On the table.”
2. In groups, students play “Do as I say” games, using command verbs. One student gives an instruction (e.g., *jump up and down; clap your hands*) and others follow it.
3. In pairs, students construct a model, following instructions on an audio or video recording.

**Independent language use – Students use target language:**

1. Students present a procedure of how a task is performed, e.g., playing a game, getting ready for school.
2. In pairs, students take part in a barrier game, giving and following instructions to draw a picture or build a model, e.g., “Draw a yellow square beside the red triangle.” “What side?”



## INSTRUCTING

### ***Suggested language learning outcomes***

- Reads simple procedures on a familiar topic.

### ***Learning indicators***

1. Relies on key words for understanding instructions when reading texts or listening to texts read aloud.
2. Matches simple sentences or captions to illustrations or diagrams.
3. Understands common words that have different meanings in different contexts, e.g., *look, look at, look for*.
4. Distinguishes actions from objects in a procedural text.
5. Recalls the sequence of steps in a procedure.
6. Recognises procedural texts by their layout of print, illustrations, and headings.
7. Makes predictions about appropriate sequence in a procedural text.
8. Uses visual supports, such as diagrams or pictures, to interpret meaning.

## Reading (Stage 1)

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to use illustrations, title, and layout to predict content and purpose of a procedural text.
2. Highlight the use of adverbial phrases to show position, e.g., “Tape the curling ribbon *to the top of the box*.”
3. Model pronunciation, intonation, rhythm, and stress when giving familiar instructions, e.g., for classroom procedures.

#### **Guided practice – Students practise target language:**

1. In pairs, students reorder a jumbled procedural sequence.
2. Students complete a supported cloze activity focusing on sequence words, e.g., *then, next, after*.
3. In groups, students sort and reorder two different sets of instructions, e.g., for making lamingtons and for making a paper aeroplane.

#### **Independent language use – Students use target language:**

1. Students label sections of an unfamiliar procedure.
2. Students choose appropriate pictures to include in a procedural text, then justify their choices.

## INSTRUCTING

### ***Suggested language learning outcomes***

- Writes a simple procedure on a familiar topic.

### ***Learning indicators***

1. Writes procedures, using some technically appropriate words.
2. Organises procedural texts in a logical order.
3. Rewrites instructions after correction and conferencing, e.g., deletes or adds words to clarify meaning.
4. Writes simple and familiar procedures using teacher-prepared templates.
5. Uses knowledge of sentence patterns to form new sentences, e.g., follows modelled and jointly constructed texts in order to write their own.
6. Writes suitable captions for procedural steps.

## Writing (Stage 1)

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. “Think aloud” to demonstrate the construction of a simple procedure.
2. Develop and display word banks of action verbs and measurement words relevant to a topic, e.g., *millilitre, kilogram, combine, stir*.
3. Present numerical sequence words (ordinal numbers) matched to cardinal numbers, e.g., *first = 1, second = 2*.

#### **Guided practice – Students practise target language:**

1. In groups, students contribute to a word bank of adverbs of manner that can be used to add details to instructions, e.g., *carefully, slowly, lightly*.
2. In pairs, students describe ingredients and materials by expanding noun phrases, e.g., *a heaped tablespoon of sugar, a 10 cm square of pre-washed calico*.

#### **Independent language use – Students use target language:**

1. Students innovate on a familiar procedural text by substituting different ingredients or materials.
2. Students decide on a familiar activity then write or draw the procedure, organising it under appropriate headings. They evaluate by having a friend follow their instructions.

Language function  
**INSTRUCTING**

Depending on the purpose, this function may involve text forms such as:  
procedures  
procedural recounts

Yrs 5–6  
ELLP Stage 2

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 30–35  
Writing: pages 45 and 60–70  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Procedural texts and texts giving instructions or recipes, e.g., “Make a Porotaka” (SJ 2.3.05; also available in the Tupu series), “How to Make a Wind Chime” (SJ 2.1.08), *Surfing the Snow* (SJSLS)

**Some cross-curricular links**

**Maths and Statistics:** set out the transformations [to map] one object onto another, e.g., in *Geometry* (FIO, level 3)

**The Arts:** follow instructions when role-playing in groups, e.g., in *Playing Our Stories* (years 1–6)

**Health and PE:** develop more complex movement sequences; enhance safety guidelines, e.g., in *Creating a Positive Classroom Community* (CIA, years 4–6)

**Science:** follow directions for observing properties of materials, e.g., in *Aluminium* (BSC, 13, levels 3–4)

**Social Studies:** consider examples of rules and laws, e.g., “‘Ofa Lahi Atu – Good Luck!’ (SJ 3.3.2000)

**Technology:** undertake planning to identify the key stages ... to develop an outcome

**INSTRUCTING**

**Oral language (Stage 2)**

**Suggested language learning outcomes**

- Follows a series of instructions related to classroom procedures or learning activities.
- Gives a series of oral instructions related to classroom procedures, games, or learning activities.

**Learning indicators**

**Listening (receptive indicators)**

1. Listens for relevant information when instructions are given.
2. Identifies implied sequences in oral instructions.
3. Follows a complex set of oral instructions or directions related to a game or learning activity, e.g., follows a route when using a map.
4. Identifies a number of sequence markers that indicate steps in an oral instruction, e.g., *finally, before*.
5. Recalls key steps in instructions.
6. Recalls the order in which steps occur.

**Speaking (productive indicators)**

1. Monitors an activity and provides feedback, e.g., “The elastic is too short.”
2. Talks simply about cultural differences related to communication, e.g., in practices relating to eye contact, distance, use of gesture.
3. Applies familiar procedural language to new contexts.
4. Plans and organises instructions for a group activity.
5. Uses appropriate register for giving instructions in different situations.
6. Plans what to say and how to give instructions.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Revise the typical features of an oral procedural text.
2. Introduce technically appropriate action words, e.g., *whisk, blend, press, stand, pin*.
3. Draw attention to causal connectives, e.g., *so that, because, in order to*.
4. Demonstrate how to predict the topic of a procedure by listening to action verbs taken from one, e.g., *stir, mix, add* = cooking procedure; *cut, paste, glue* = craft.

**Guided practice – Students practise target language:**

1. In groups, students complete an oral macrocloze task following an experiment, i.e., teacher leaves out text headings and provides the verb for each step, and students provide missing words.
2. In pairs, students participate in a barrier game focusing on giving directions, e.g., by providing and following instructions on how to get to a particular location on a map.
3. In pairs, students take part in a “blind person’s walk”. One student gives directions to their blindfolded partner to guide them through an obstacle course.
4. In groups, students act out a procedure. One student uses adverbs to direct other students to change the way actions are performed, e.g., “Stir slowly/quickly/briskly/carefully.”

**Independent language use – Students use target language:**

1. Students develop a flow chart or a diagram with steps to prompt an oral presentation.
2. Students take part in a role play where they give instructions to different people (e.g., a friend, younger brother, parent, teacher, shopkeeper) and afterwards discuss how the language changes.

## INSTRUCTING

## Reading (Stage 2)

### *Suggested language learning outcomes*

- Identifies and organises main steps of instructions.

### *Learning indicators*

1. Uses knowledge of sentence structure and text organisation to identify the meaning of unknown words.
2. Follows and recalls the sequence of steps and relevant details from a procedural text.
3. Interprets a procedure from diagrams, flow charts, and so on.
4. Identifies key words and phrases relating to the steps of an instructional text.
5. Transfers information from written text to carry out instructions.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Develop and display word banks of conventional measurements, e.g., *a pinch of salt, a ream of paper*.
2. Model how to identify adverbs and adverbial phrases as expressing time, manner, location.
3. Demonstrate the effect of placing the adverbial element at the beginning of a sentence, e.g., *“As carefully as possible, add ...”*.

#### **Guided practice – Students practise target language:**

1. In groups, students list the similarities and differences in the structure, language features, and illustrations of procedures on the same topic but from a range of sources and in various media.
2. In pairs, students identify the audience for a number of different procedures, e.g., someone who has just bought their first VCR – how to program a VCR; someone who wants to join in a simple card game – how to play Snap by matching colour cards.

#### **Independent language use – Students use target language:**

1. Students read the rules for a new game and join in playing it.
2. Students read a procedure and draw a flow chart to represent the steps.

## INSTRUCTING

## Writing (Stage 2)

### *Suggested language learning outcomes*

- Plans and sequences information in procedural texts.

### *Learning indicators*

1. Uses appropriate time-sequence references.
2. Uses a set of common, specialised, technical, and non-technical words appropriate to instructions.
3. Provides details in a procedure, e.g., *“Into the beaker, 5 ml of water.”*
4. Uses a variety of connectives to avoid mechanical repetitions.
5. Organises information in a procedural format.
6. Uses a diagrammatic format to write a procedural text.
7. Edits their own writing for accuracy and coherence.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to put back in order a procedure in which all the sentences have been jumbled. Focus on what words come first in the sentences.
2. Model how to use relative clauses to add detail to a procedure, e.g., *“Add the fruit, which has been soaking for two hours, to the mixture.”*

#### **Guided practice – Students practise target language:**

1. In pairs, students edit a procedure to improve the way it meets its overall purpose and the purpose of each stage.
2. In groups, students use visual texts (e.g., photographs, drawings) from a range of sources to help readers achieve the goal of a procedure.
3. Students complete a dictogloss activity\* about a procedure.

#### **Independent language use – Students use target language:**

1. Students use a computer to write a procedure on a topic of their choice.
2. Students write procedures on the same topic for two different audiences, varying the language and visuals appropriately, e.g., when writing instructions for making scones for adults and for a junior school class.

\* In a dictogloss activity, students listen to a text at an appropriate level and note the main ideas, then try to reconstruct the text in pairs or groups. For more information and examples, go to ESOL Online at <http://esolonline.tki.org.nz>



# *Explaining*

## EXPLAINING

### Language function across the curriculum

Depending on the purpose, this function may include: expressing causality, opinion, reasons, or conditions; elaborating; exemplifying; referring; reiterating; emphasising ...

#### Spoken and written text forms

- explanation

Note: Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5–6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>identifies related words from short, simple explanations</b>	<b>uses single words, formulaic phrases, or incomplete sentences to ask and answer questions</b>	<b>joins in shared reading of familiar explanations and completes simple related activities</b>	<b>writes and illustrates simple explanations based on modelled and/or jointly constructed texts</b>
<i>Stage 1</i>	<b>follows spoken explanations on familiar topics</b>	<b>provides simple explanations on familiar topics</b>	<b>reads and retells explanations on familiar topics, using pictures or first language</b>	<b>writes simple explanations on familiar topics</b>
<i>Stage 2</i>	<b>identifies relationships between key information and supporting detail from spoken explanations</b>	<b>elaborates on explanations of familiar topics</b>	<b>identifies and organises main ideas and supporting details in explanations</b>	<b>plans and writes explanations on familiar topics</b>
<i>Stage 3</i>	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics

Language function  
**EXPLAINING**

Depending on the purpose, this function may involve text forms such as:  
explanations

Yrs 5–6  
ELLP Foundation Stage

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 22–23  
Writing: pages 45 and 47–55  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**English texts**

Texts giving explanations, e.g., “Water Power” (SJ 2.4.05), “Creeping Along” (*Connected 2* 2005), “Fish Drive” (SJ 2.3.06), “Pigeon Post” (SJ 2.1.06)

**Some cross-curricular links**

**Maths and Statistics:** interpret ... strategies, using words, diagrams, and pictures, e.g., as in *Number Sense and Algebraic Thinking* (FIO, level 3)

**The Arts:** explain the purposes of drama; explain how music serves [many] purposes; explain the purpose of ... images from past and present cultures

**Health and PE:** explain how feelings, beliefs, and actions ... contribute to [a] sense of self-worth, e.g., in *Everybody Belongs* (CIA, years 4–6)

**Science:** carry out appropriate investigations to develop simple explanations, e.g., in *Volcanoes* (BSC, 12, levels 3–4)

**Social Studies:** explain how the movement of people affects cultural diversity

**Technology:** explain how environments ... are influenced by technology, e.g., as in “Charlie and Maria” (SJ 2.1.07)

**EXPLAINING**

**Oral language (Foundation Stage)**

**Suggested language learning outcomes**

- Identifies related words from short, simple explanations.
- Uses single words, formulaic phrases, or incomplete sentences to ask and answer questions.

**Learning indicators**

**Listening (receptive indicators)**

1. Responds to questions about an explanation text with teacher support.
2. Understands basic sequential markers in sequential explanations, e.g., *first, then, next*.
3. Identifies single items of information from short explanation texts, e.g., an object, a part.

**Speaking (productive indicators)**

1. Asks for clarification or interpretation from same-language speakers, e.g., seeks explanation of classroom instructions or routines.
2. Demonstrates an understanding of explanations, using non-verbal means to communicate.
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Responds with one- or two-word answers.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to explanation texts.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Introduce content vocabulary, using objects or pictures, and label a diagram, e.g., *eggs, tadpole*.
2. Develop and display a word bank of simple sequencing adverbs, e.g., *first, second, third, then*.
3. Support pronunciation and word recognition, using flashcards of technical words and phrases with accompanying illustrations.

**Guided practice – Students practise target language:**

1. In groups, students sequence illustrations of an explanation on a familiar topic, e.g., a life cycle.
2. In groups, students complete an oral cloze activity, e.g., “First the adult frog lays its ..., then ...”.
3. In pairs, students take part in a barrier game where each student has an incompletely labelled diagram of a process (e.g., digestion) and their partner has the missing information.

**Independent language use – Students use target language:**

1. Students follow a sequencing diagram in order to explain a process to the teacher.
2. Students explain how a familiar object (e.g., a pencil sharpener) works.

## EXPLAINING

## Reading (Foundation Stage)

### *Suggested language learning outcomes*

- Joins in shared reading of familiar explanations and completes simple related activities.

### *Learning indicators*

1. Identifies the purpose of a simple explanation text.
2. Gains basic information from illustrations.
3. Uses illustrations to support reading of simple explanation texts.
4. Sequences a simple explanation of a process, using pictures.
5. Recognises technical words in a familiar explanation, e.g., *lever*.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to match content words (on cards) with the text.
2. Model how to match content word cards with diagram cards.
3. Introduce sequential connectives, e.g., *next*, *after*, *when*.

#### **Guided practice – Students practise target language:**

1. In groups, students play memory games with word and diagram cards.
2. In pairs, students complete a cloze activity based on an explanation text on a familiar topic, with content words and sequence words provided.

#### **Independent language use – Students use target language:**

1. Students complete a “read and draw” activity, using content words related to a topic as their focus.
2. Students sequence an explanation of a process related to a familiar topic.

## EXPLAINING

## Writing (Foundation Stage)

### *Suggested language learning outcomes*

- Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.

### *Learning indicators*

1. Uses drawings or diagrams to illustrate a simple sequence for an explanation.
2. Uses drawings or illustrations to compensate for limited English vocabulary, e.g., combines writing and drawing.
3. Uses words from first language to supplement writing.
4. Finds words needed for own explanations in labels, charts, and diagrams.
5. Labels diagrams using words learned in class.
6. Completes simple, repetitive modelled sentences, e.g., “The handle turns the ...”.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Write captions dictated by students and demonstrate how to illustrate them.
2. Model how to use a concept keyboard to write simple explanations.

#### **Guided practice – Students practise target language:**

1. In pairs, students use word banks to label illustrations.
2. In groups, students develop contributions to a class dictionary of technical words related to a topic.
3. In groups, students use familiar words from colour-coded word banks to construct explanatory sentences to match text, e.g., connectives (yellow), noun phrases (green), verbs (pink), and adverbial phrases (blue): “Later, the small snail crawls onto the leaf.”

#### **Independent language use – Students use target language:**

1. Students draw to explain a process, e.g., how panning for gold works.
2. Students write independently in their first language about how a familiar object (e.g., a pencil sharpener) works.

Language function  
**EXPLAINING**

Depending on the purpose, this function may involve text forms such as: explanations

Yrs 5–6  
ELLP Stage 1

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 24–31  
Writing: pages 45 and 56–59  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Texts giving explanations, e.g., “Water Power” (SJ 2.4.05), “Creeping Along” (*Connected 2* 2005), “Fish Drive” (SJ 2.3.06), “Pigeon Post” (SJ 2.1.06)

**Some cross-curricular links**

**Maths and Statistics:** interpret ... strategies, using words, diagrams, and pictures, e.g., as in *Number Sense and Algebraic Thinking* (FIO, level 3)

**The Arts:** explain the purposes of drama; explain how music serves [many] purposes; explain the purpose of ... images from past and present cultures

**Health and PE:** explain how feelings, beliefs, and actions ... contribute to [a] sense of self-worth, e.g., in *Everybody Belongs* (CIA, years 4–6)

**Science:** carry out appropriate investigations to develop simple explanations, e.g., in *Volcanoes* (BSC, 12, levels 3–4)

**Social Studies:** explain how the movement of people affects cultural diversity

**Technology:** explain how environments ... are influenced by technology, e.g., as in “Charlie and Maria” (SJ 2.1.07)

**EXPLAINING**

**Oral language (Stage 1)**

**Suggested language learning outcomes**

- Follows spoken explanations on familiar topics.
- Provides simple explanations on familiar topics.

**Learning indicators**

**Listening (receptive indicators)**

1. Provides non-verbal feedback to speakers to sustain interaction.
2. Follows teacher explanation using familiar language, e.g., revision of a familiar topic.
3. Provides a relevant response to a question.

**Speaking (productive indicators)**

1. Describes a series of changes, using simple English and including non-verbal language.
2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.
3. Asks simple questions that relate to information required.
3. Adapts learned question formulas, for instance, by leaving out the verb *do/does*, e.g., in asking “Handle turn next?”
4. Gives a short sequence of steps related to a simple, sequential explanation.
6. Sequences information logically for the listener.
5. Uses simple sequencing vocabulary, e.g., *first, then*.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Use diagrams to present content vocabulary, asking students to name the elements indicated, e.g., *front leg, gills, hind legs*.
2. Model enquiry and elimination questions that lead to identification of which stage of a process is shown on the selected card, e.g., “Do you ...?” “Does it ...?” “Are there ...?”
3. Demonstrate how to complete an oral cloze activity focusing on technical words based on a familiar text, e.g., about digestion.
4. Develop and display word banks of descriptive and classifying adjectives.

**Guided practice – Students practise target language:**

1. In groups, students take part in enquiry and elimination games relating to a familiar explanation.
2. In pairs, students sequence diagrams and construct an oral explanation with reference to the completed flow chart.
3. In pairs, students build noun phrases by adding classifying and describing adjectives to a noun, e.g., *the small, round clusters of eggs; an electric kettle*.
4. Students combine simple sentences into compound sentences using conjunctions, e.g., *The butterfly emerges from the cocoon and then flies away*.

**Independent language use – Students use target language:**

1. Students use a completed worksheet to explain a familiar process to a partner from a visiting class.
2. Students identify elements missing from a familiar process and explain what happens before and after, e.g., in the growth process of a frog.



## EXPLAINING

## Reading (Stage 1)

### **Suggested language learning outcomes**

- Reads and retells explanations on familiar topics, using pictures or first language.

### **Learning indicators**

1. Relies on key words for understanding explanations when reading or when listening to texts being read.
2. Matches simple sentences or captions to illustrations or photographs of a phenomenon.
3. Rereads familiar explanations to increase accuracy and fluency.
4. Identifies basic structural features of an explanation text, e.g., phenomenon and explanation sequence.
5. Identifies linking words that indicate sequence, e.g., *first, next*.
6. Identifies new information gained from reading an explanation.
7. Uses visual supports (e.g., diagrams, graphs, pictures) to interpret the meaning in an explanation.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Highlight the text structure after a shared reading of a simple explanation.
2. Model how to identify time connectives in a text, e.g., *when, after, then*.

#### **Guided practice – Students practise target language:**

1. In groups, students sequence sentences from a familiar explanation and identify features of the text.
2. In pairs, students complete a flow chart of a process, using given groups of words, e.g., *egg, tadpole, froglet, adult*.
3. In pairs, students identify lexical chains in an explanatory text, e.g., *egg, froglet, adult*.

#### **Independent language use – Students use target language:**

1. Students read an explanatory text similar to the familiar text and illustrate the information gained, e.g., on the life cycle of a different animal.
2. Students complete an unsupported cloze task, focusing on action verbs in an explanation text.

## EXPLAINING

## Writing (Stage 1)

### **Suggested language learning outcomes**

- Writes simple explanations on familiar topics.

### **Learning indicators**

1. Identifies the nature and purpose of explanation texts in different formats, e.g., book, pamphlet.
2. Sequences information in a logical order.
3. Writes explanations that show simple cohesion of ideas, joining them with *and then*.
4. Attempts to provide more detail in written explanations by providing illustrations and lists.
5. Initiates their own writing of an explanation.
6. Uses the simple present tense in an explanation.
7. Writes suitable labels for an explanation.
8. Uses simple sequence markers when describing a process.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Develop and display word banks of technical vocabulary related to familiar text.
2. Model how to use diagrams to sequence an explanation text.
3. Demonstrate how to join simple sentences with time and additive connectives, e.g., *when, after, and, as well as*.
4. Demonstrate how to use pronoun references in writing, e.g., *The frog lays the eggs. Then it ...*

#### **Guided practice – Students practise target language:**

1. In groups, students complete a story ladder based on a familiar explanation, referring to a bank of options as well as to a diagram of the process.
2. In pairs, students add descriptive and classifying adjectives to extend noun phrases, e.g., “a *small yellow* frog”, “a *digital* camera”.
3. Students replace selected nouns with the appropriate pronoun references.

#### **Independent language use – Students use target language:**

1. Students label a diagram of a process.
2. Students write a simple explanation referring to a labelled diagram, e.g., showing the growth of a plant.

Language function  
**EXPLAINING**

Depending on the purpose, this function may involve text forms such as:  
explanations

Yrs 5–6  
ELLP Stage 2

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 30–35  
Writing: pages 45 and 60–70  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Texts giving explanations, e.g., “Water Power” (SJ 2.4.05), “Creeping Along” (Connected 2 2005), “Fish Drive” (SJ 2.3.06), “Pigeon Post” (SJ 2.1.06)

**Some cross-curricular links**

**Maths and Statistics:** interpret ... strategies, using words, diagrams, and pictures, e.g., as in *Number Sense and Algebraic Thinking* (FIO, level 3)

**The Arts:** explain the purposes of drama; explain how music serves [many] purposes; explain the purpose of ... images from past and present cultures

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**Science:** carry out appropriate investigations to develop simple explanations, e.g., in *Volcanoes* (BSC, 12, levels 3–4)

**Social Studies:** explain how the movement of people affects cultural diversity

**Technology:** explain how environments ... are influenced by technology, e.g., as in “Charlie and Maria” (SJ 2.1.07)

**EXPLAINING**

**Oral language (Stage 2)**

**Suggested language learning outcomes**

- Identifies relationships between key information and supporting detail from spoken explanations.
- Elaborates on explanations of familiar topics.

**Learning indicators**

**Listening (receptive indicators)**

- Listens for relevant information in an explanation sequence.
- Shows recognition of the same idea expressed in different words, e.g., *rain*, *precipitation*.
- Understands an unfamiliar speaker explaining a familiar process.
- Records and organises spoken information to set guidelines, e.g., uses diagrams, graphs, tables.

**Speaking (productive indicators)**

- Uses circumlocution – talking around a topic – to compensate for vocabulary deficiencies.
- Self-corrects, e.g., “water pour out – umm, pours out”.
- Formulates, spontaneously, questions that provide a range of information for an explanation.
- Elaborates on an explanation using technical terms and appropriate conjunctions and/or connectives.
- Plans and organises sequential explanations, using notes as an aid to memory.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

- Model an oral explanation and identify its stages.
- Provide resources for brainstorming vocabulary and concepts before introducing an explanation text, e.g., pictures, objects, reference books.
- Demonstrate use of the passive voice, e.g., *The machine crushes the glass* becomes *The glass is crushed by the machine* (if the focus is on the glass).
- Develop and display word banks of causal connectives, e.g., *because, therefore, so, since*, and of additional time connectives, e.g., *following this, while*.

**Guided practice – Students practise target language:**

- In pairs, students rehearse an oral explanation with emphasis on voice, gesture, and expression.
- In pairs, students listen to a recorded explanation to gain information to answer guided questions focusing on text structure, e.g., “What is being explained?” “What happens first?”
- In groups, students jointly construct an oral explanation that includes time connectives, using a flow chart as a prompt.
- In pairs, students match illustrations showing cause to illustrations showing the matching effect.

**Independent language use – Students use target language:**

- Students listen to a guest speaker and retell what they heard, e.g., after hearing a police officer speak about how calls to 111 are handled.
- Students present to the class an explanation of a process they have researched.
- Students respond to challenging questions, e.g., “Why do you think cork floats?”

## EXPLAINING

### *Suggested language learning outcomes*

- Identifies and organises main ideas and supporting details in explanations.

### *Learning indicators*

1. Interprets sequential information in a flow chart.
2. Recognises how time sequences are signalled by linking words and phrases, e.g., *following this, next*.
3. Collects, organises, and analyses information from an explanation into diagrammatic form.
4. Recognises use of the passive voice in explanations.
5. Identifies common patterns of given and new sequences within explanations, e.g., *Eruptions occur when magma and gases are forced ... When the magma ..., it is called lava. This lava ...*
6. Finds specific detail or information in explanations.
7. Develops chains of words referring to concepts developed throughout the explanation, e.g., *eruption, magma, lava*.

## Reading (Stage 2)

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to use a thesaurus to extend word banks.
2. Model how to identify connectives and classify them as time, (e.g., *when, after, while*) causal, (e.g., *because, so*) or additive (e.g., *and, as well as*) in nature.

#### **Guided practice – Students practise target language:**

1. In pairs, students complete a cause-effect chain after reading an explanation.
2. In groups, students match topic sentences to related paragraphs in an explanation.
3. In groups, students complete a jigsaw reading of a causal explanation.

#### **Independent language use – Students use target language:**

1. Students answer comprehension questions that start with *What caused ...? What made ...? Why did ...?*
2. Students sort and reorder sentences from three different explanations, e.g., from explanations of how plants grow, how tadpoles grow, and how chocolate is made.

## EXPLAINING

### *Suggested language learning outcomes*

- Plans and writes explanations on familiar topics.

### *Learning indicators*

1. Combines simple sentences into complex ones, using common conjunctions and relative pronouns.
2. Knows when to use diagrams to support explanations.
3. Has identifiable topic sentences for sequential explanation stage.
4. Presents an explanation with phenomenon identification and sequence.
5. Manipulates given and new information within sentences to maintain coherence in an explanation.
6. Edits their own writing for accuracy and coherence.
7. Writes logically, incorporating relevant information.

## Writing (Stage 2)

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to use a flow chart to summarise information from an explanation.
2. Model how to take notes from factual texts.

#### **Guided practice – Students practise target language:**

1. In pairs, students change verb phrases into noun phrases, e.g., *the volcano erupts* becomes *the eruption of the volcano*.
2. In groups, students expand sentences by including relative clauses, e.g., "The volcano, *which is on the island of Hawaii, ...*".
3. In pairs, students complete an explanation by answering guiding questions, e.g., "When did the volcano erupt?" "What happened first?"

#### **Independent language use – Students use target language:**

1. Students write a sequential explanation, e.g., *How Does a Telephone Work?* for a younger class. They illustrate the explanation with appropriate visual material.
2. Students write a sequential explanation, e.g., *How Does Rain Form?*, using both compound and complex sentences.

The background features several light pink, stylized swirls of varying sizes and orientations, creating a decorative and organic feel. The word "Persuading" is centered in a bold, italicized, reddish-pink font.

# *Persuading*

## PERSUADING

### Language function across the curriculum

Depending on the purpose, this function may include: previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ...

#### Spoken and written text forms

- discussion
- argument

Note: Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5–6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>identifies related words in short, simple, point-of-view oral texts</b>	<b>uses single words, formulaic phrases, or incomplete sentences to express a point of view</b>	<b>joins in reading of familiar persuasive texts and completes simple related activities</b>	<b>writes and illustrates points of view based on modelled and/or jointly constructed texts</b>
<i>Stage 1</i>	<b>follows the gist of a point of view being expressed on a familiar topic</b>	<b>gives simple reasons for opinions and shares ideas about familiar topics</b>	<b>reads simple persuasive texts that present a point of view on familiar topics</b>	<b>writes simple persuasive texts that present a single point of view on a familiar topic</b>
<i>Stage 2</i>	<b>follows a line of argument in persuasive texts</b>	<b>presents coherent arguments on familiar topics</b>	<b>identifies and assesses arguments in persuasive texts</b>	<b>writes a cohesive persuasive text that supports conclusions on a familiar topic</b>
<i>Stage 3</i>	evaluates the validity of spoken arguments	discusses issues, using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics

Language function  
**PERSUADING**

Depending on the purpose, this function may involve text forms such as:  
discussions  
arguments

Yrs 5–6  
ELLP Foundation Stage

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 22–23  
Writing: pages 45 and 47–55  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**English texts**

Texts that encourage or persuade or give opinions and reasons about choices, e.g., “Teamwork” (SJ 2.1.08; fiction), “World’s Water Running Out” (SJ 2.1.07; fiction – persuasion by inference), “Plastic Fantastic?” (SJ 3.3.07), “Not Just Kicking and Punching” (SJ 2.2.06), “The Vege Car” (SJ 3.1.07), “Changing Landscapes” (SJ 2.1.07), “In Training” (SJ 2.4.05; play)

**Some cross-curricular links**

**Maths and Statistics:** communicate findings, using data displays, e.g., as in *Statistics* (FIO, level 3)

**The Arts:** respond to and reflect on live and recorded music, e.g., as in *Into Music 2* (years 4–6); follow instructions when role-playing in groups to present and debate arguments in role, e.g., in *Playing Our Stories* (years 1–6)

**Health and PE:** plan and implement a programme to enhance ... their ... environment, e.g., in *Creating a Positive Classroom Community* (CIA, years 4–6)

**Science:** explore various aspects of an issue and make decisions about possible actions e.g., “Plastic Fantastic?” (SJ 3.3.07)

**Social Studies:** consider different views about access to and use of resources, e.g., “World’s Water Running Out” (SJ 2.1.07), “The Vege Car” (SJ 3.1.07)

**Technology:** understand how society and environments impact on ... technology

**PERSUADING**

**Oral language (Foundation Stage)**

**Suggested language learning outcomes**

- Identifies related words in short, simple, point-of-view oral texts.
- Uses single words, formulaic phrases, or incomplete sentences to express a point of view.

**Learning indicators**

**Listening (receptive indicators)**

1. Recognises that a point of view is being expressed.
2. Follows reasons for everyday routines, e.g., wearing sunhats in the playground.
3. Indicates understanding of elements of different speakers’ viewpoints by using a non-verbal signal.
4. Clarifies understanding of arguments by repeating utterances with rising intonation or an effective gesture.
5. Links the speaker’s tone of voice to a purpose.
6. Provides non-verbal feedback to sustain interaction.

**Speaking (productive indicators)**

1. Uses voice to emphasise point of view.
2. Pronounces common words and phrases from familiar texts and activities comprehensibly.
3. Expresses their own point of view by substituting new words in learned patterns, e.g., “Too much noise.”

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to use facial expressions to show likes and dislikes of familiar items, e.g., of chocolate, rain, playing computer games.
2. Introduce an opinion activity where participants move to the *agree*, *no opinion*, or *disagree* part of the room and then justify their opinion using the structure *I think ... because ...*
3. Introduce repetitive jazz chants about likes and dislikes or opinions.

**Guided practice – Students practise target language:**

1. In groups, students take part in a role play, e.g., of people walking through a forest, then discuss their feelings or reactions.
2. In pairs, students categorise pictures into things they like and dislike.
3. In pairs, students express opinions about an issue, using modal verbs that have been modelled, e.g., using the structure *We should ... because ...*
4. In groups, students practise using intonation, facial expressions, and gestures in role-playing situations where different points of view can be taken.

**Independent language use – Students use target language:**

1. Students present points of view that are alternatives to one already expressed.
2. Students participate in a group role play with one member persuading others to do something, e.g., a coach persuading team members to play as a team, as in “Teamwork” (SJ 2.1.08).

## PERSUADING

## Reading (Foundation Stage)

### *Suggested language learning outcomes*

- Joins in reading of familiar persuasive texts and completes simple related activities.

### *Learning indicators*

1. Identifies the purpose of a simple persuasive text.
2. Identifies single words in a persuasive text.
3. Identifies beginnings and ends of sentences in simple opinions.
4. Uses illustrations to support reading.
5. Reads back their own written point of view or sentences scribed by another.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Develop a book of class opinions on simple topics that have been discussed orally, e.g., “What sports do you like?”  
“Hone and Maria like soccer; Tuva and Jenny don’t like soccer.”
2. Model how to identify opinion words in a text, e.g., *fun, boring, pretty*.

#### **Guided practice – Students practise target language:**

1. In groups, students reorder a jumbled argument or discussion.
2. In pairs, students design posters that incorporate modal verbs expressing obligation, e.g. “You *shouldn’t* walk against the red light.”

#### **Independent language use – Students use target language:**

1. Students complete a cloze task focusing on nouns and causal connectives.
2. Students read an argument or discussion and then state how it has affected their opinion.
3. Students identify a writer’s position statement and arguments in a persuasive text.

## PERSUADING

## Writing (Foundation Stage)

### *Suggested language learning outcomes*

- Writes and illustrates points of view based on modelled and/or jointly constructed texts.

### *Learning indicators*

1. Contributes words, ideas, or sentences to a class or group persuasive text.
2. Writes short, repetitive, persuasive statements that have been modelled.
3. Copies persuasive words and phrases related to a familiar topic, e.g., “I think ... that’s a good idea.”
4. Uses words in first language to supplement writing.

### *Language learning activities*

#### **Explicit instructions – Teacher supplies target language:**

1. Write sentences dictated by students when innovating on advertisements and encourage students to copy these sentences.
2. Demonstrate how to complete sentences containing different verbs that are similar to *think, e.g., feel, believe, hope*.

#### **Guided practice – Students practise target language:**

1. In groups, students develop a dictionary of opinion words and phrases.
2. Students refer to word banks for sequencing connectives to list points, e.g., *firstly, secondly*.
3. In pairs, students finish incomplete sentences that express an opinion on a given topic, e.g., “I feel ... when I play (this sport).”

#### **Independent language use – Students use target language:**

1. Students create an advertisement or poster on a familiar topic.
2. Students use pictures and persuasive language (which has been modelled) to show what action they propose to address an issue, e.g., ways to clean up or prevent a littered environment.

Language function  
**PERSUADING**

Depending on the purpose, this function may involve text forms such as:  
discussions  
arguments

Yrs 5–6  
ELLP Stage 1

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 24–31  
Writing: pages 45 and 56–59  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

**English texts**

Texts that encourage or persuade or give opinions and reasons about choices, e.g., “Teamwork” (SJ 2.1.08; fiction), “World’s Water Running Out” (SJ 2.1.07; fiction – persuasion by inference), “Plastic Fantastic?” (SJ 3.3.07), “Not Just Kicking and Punching” (SJ 2.2.06), “The Vege Car” (SJ 3.1.07), “Changing Landscapes” (SJ 2.1.07), “In Training” (SJ 2.4.05; play)

**Some cross-curricular links**

**Maths and Statistics:** communicate findings, using data displays, e.g., as in *Statistics* (FIO, level 3)

**The Arts:** respond to and reflect on live and recorded music, e.g., as in *Into Music 2* (years 4–6); follow instructions when role-playing in groups to present and debate arguments in role, e.g., in *Playing Our Stories* (years 1–6)

**Health and PE:** plan and implement a programme to enhance ... their ... environment, e.g., in *Creating a Positive Classroom Community* (CIA, years 4–6)

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**Social Studies:** consider different views about access to and use of resources, e.g., “World’s Water Running Out” (SJ 2.1.07), “The Vege Car” (SJ 3.1.07)

**Technology:** understand how society and environments impact on ... technology

**PERSUADING**

**Oral language (Stage 1)**

**Suggested language learning outcomes**

- Follows the gist of a point of view being expressed on a familiar topic.
- Gives simple reasons for opinions and shares ideas about familiar topics.

**Learning indicators**

**Listening (receptive indicators)**

1. Begins to take turns in discussions.
2. Follows a line of argument.
3. Interacts appropriately in discussions, e.g., by taking advantage of a gap in the discussion to raise a point.
4. Follows the flow of an argument by taking turns in a class discussion and makes relevant contribution(s) at an appropriate time.
5. Responds to a topic by contributing ideas or comments within their own experience.

**Speaking (productive indicators)**

1. Questions the speaker to determine the reason for an opinion.
2. Supports point of view through exemplification.
3. Clarifies and emphasises point of view by rephrasing or repeating information.
4. Elaborates and exemplifies further information if requested.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to generate factual and opinion statements using a text as a stimulus, e.g., “Changing Landscapes”: more houses means less room for native plants and animals; people’s houses are more important than native plants and animals.
2. Model how to ask and answer rehearsed questions using modal verbs, e.g., “Should we stop using plastic bags?”
3. Introduce modal verbs indicating obligation, e.g., *should, must*.
4. Arrange for students to watch a debate, then discuss body language, intonation, pausing, and pace.

**Guided practice – Students practise target language:**

1. In groups, students sort pictures into likes and dislikes then give reasons for their classification.
2. Students listen to a guest speaker and later recall the topic and arguments raised.
3. In pairs, students use different modal verbs to give opinions about an issue, e.g., *I think ..., We should ...*
4. In groups, students develop arguments for and against an issue.
5. In pairs, students modify each other’s statements by using *however* or *on the other hand*, e.g., “The netball team won on Saturday. However, they lost the week before.”
6. In groups, students role-play a familiar text in which people persuade others to do something.

**Independent language use – Students use target language:**

1. From a list created by the class, students choose one issue and develop and present arguments for or against statements, e.g., Rabbits make good pets.
2. Students listen to two short arguments for and against an issue and retell the main points supporting each case, e.g., Students should be allowed to buy their lunches from a dairy.



## PERSUADING

## Reading (Stage 1)

### **Suggested language learning outcomes**

- Reads simple persuasive texts that present a point of view on familiar topics.

### **Learning indicators**

1. Imitates pronunciation, intonation, rhythm, and stress when reading familiar persuasive texts aloud.
2. Identifies key phrases expressing point of view, e.g., *I think*.
3. Identifies the basic text structure of arguments and discussions.
4. Retells points of view expressed in a text.
5. Rereads to confirm or reject a prediction about information in a persuasive text.
6. Forms hypotheses about the author's point of view that are based on a text's introduction.
7. Recognises the use of emotive words and modality.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to read and sort arguments for and against an issue.
2. "Think aloud" to model how to predict a possible argument from the title of a discussion.
3. Identify verbs introducing an opinion and words expressing obligation (*should, must*) or possibility (*might, probably*) in a text.

#### **Guided practice – Students practise target language:**

1. In groups, students read texts that seek to inform or persuade in a particular way, identifying the position statement and arguments.
2. In pairs, students sort and reorder jumbled persuasive texts that are on similar topics but in different forms, e.g., advertisement, letter to editor, speech on environmental issues.
3. In groups, students identify the audience and purpose of various advertisements, considering language choices and highlighting any modal or emotive words.

#### **Independent language use – Students use target language:**

1. Students complete an unsupported cloze task focusing on contrastive connectives, e.g., *but, however, on the other hand*.
2. Students interpret a range of advertisements, e.g., by answering questions like "Who is it aimed at?" and "How do you know?"
3. Students identify relevant arguments not stated in persuasive texts.

## PERSUADING

## Writing (Stage 1)

### **Suggested language learning outcomes**

- Writes simple persuasive texts that present a single point of view on a familiar topic.

### **Learning indicators**

1. Contributes to group writing of a persuasive text.
2. Uses some modal verbs to express opinion, e.g., *should, must*.
3. Uses simple sequencing words to order arguments logically in a persuasive text, e.g., *firstly, secondly*.
4. Expresses their own opinion in a persuasive text.
5. Gives reasons to support a point of view.

### **Language learning activities**

#### **Explicit instructions – Teacher supplies target language:**

1. Model how to compose a simple argument or discussion with more than one supporting argument.
2. Demonstrate the construction of an advertisement with accompanying visuals.
3. Demonstrate how and when writers change from verbal forms to noun forms, e.g., *People have destroyed the ecosystems ... this destruction ...*

#### **Guided practice – Students practise target language:**

1. Students compose statements increasing in certainty, e.g., *We might ..., We could ..., We will ...*
2. In pairs, students sort arguments on a familiar issue under For and Against headings.
3. Students match "split sentences" on issues to reconstruct a logical argument, e.g., *I think we should recycle paper because ... it saves trees.*

#### **Independent language use – Students use target language:**

1. On a computer, students design their own advertisement using emotive words and modal verbs.
2. Students complete sentence stems that include causal connectives, e.g., *Logging ruins rainforests because ...*

Language function  
**PERSUADING**

Depending on the purpose, this function may involve text forms such as:  
discussions  
arguments

Yrs 5–6  
ELLP Stage 2

**ELLP references**

Oral: pages 11–12 (and DVD)  
Reading: pages 19 and 30–35  
Writing: pages 45 and 60–70  
in ELLP 5–8

New Zealand Curriculum links

**English achievement objectives**

**Listening, Reading, and Viewing  
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives

**English texts**

Texts that encourage or persuade or give opinions and reasons about choices, e.g., “Teamwork” (SJ 2.1.08; fiction), “World’s Water Running Out” (SJ 2.1.07; fiction – persuasion by inference), “Plastic Fantastic?” (SJ 3.3.07), “Not Just Kicking and Punching” (SJ 2.2.06), “The Vege Car” (SJ 3.1.07), “Changing Landscapes” (SJ 2.1.07), “In Training” (SJ 2.4.05; play)

**Some cross-curricular links**

**Maths and Statistics:** communicate findings, using data displays, e.g., as in *Statistics* (FIO, level 3)

**The Arts:** respond to and reflect on live and recorded music, e.g., as in *Into Music 2* (years 4–6); follow instructions when role-playing in groups to present and debate arguments in role, e.g., in *Playing Our Stories* (years 1–6)

**Health and PE:** plan and implement a programme to enhance ... their ... environment, e.g., in *Creating a Positive Classroom Community* (CIA, years 4–6)

**Science:** explore various aspects of an issue and make decisions about possible actions e.g., “Plastic Fantastic?” (SJ 3.3.07)

**Social Studies:** consider different views about access to and use of resources, e.g., “World’s Water Running Out” (SJ 2.1.07), “The Vege Car” (SJ 3.1.07)

**Technology:** understand how society and environments impact on ... technology

**PERSUADING**

**Oral language (Stage 2)**

**Suggested language learning outcomes**

- Follows a line of argument in persuasive texts.
- Presents coherent arguments on familiar topics.

**Learning indicators**

**Listening (receptive indicators)**

1. Distinguishes between fact and opinion.
2. Identifies conflicting arguments.
3. Identifies and responds to arguments spoken at normal speed.
4. Evaluates factual and opinion statements.
5. Identifies speaker purpose and bias by recognising the use of factual and opinion statements.
6. Compares and contrasts the objectivity of different speakers.

**Speaking (productive indicators)**

1. Expands on others’ ideas.
2. Clarifies arguments by repeating, rephrasing, or exemplifying.
3. Uses simple conditionals to develop arguments, e.g., *If we use cars less, it will help the environment.*
4. Elaborates reasons to justify a point of view.
5. Asks questions to distinguish fact and opinion in an argument.
6. Uses modal verbs in sentences to support an argument.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Revise the stages of argument and/or discussion texts and encourage students to identify main arguments.
2. Demonstrate how to change statements from a personal opinion to an impersonal thesis, e.g., *I like bananas* becomes *Bananas are good to eat because ...*
3. Discuss the effects of word use, sound effects, and jingles in advertisements.
4. Explain how to prepare a simple debate, e.g., on a community or school issue.

**Guided practice – Students practise target language:**

1. In groups, students brainstorm statements for and against an issue, e.g., when choosing from a range of sites for a future shopping development.
2. Students listen to formal debates and use a graphic organiser to identify the points of view presented and the arguments used to support the point of view.
3. After listening to discussion of an issue, students work in pairs to prepare an oral response, e.g., by summarising the issues and making relevant recommendations.
4. In groups, students design questions for an oral survey to research a local issue.
5. In groups, students role-play different ways of disagreeing constructively, using language such as *That was a good point. However, ...*

**Independent language use – Students use target language:**

1. Students role-play a position on an issue of their own choice. This is videotaped and played back for group discussion.
2. Students debate issues from a written text, e.g., “The Vege Car”: Should we stop using oil in cars?

## PERSUADING

## Reading (Stage 2)

### ***Suggested language learning outcomes***

- Identifies and assesses arguments in persuasive texts.

### ***Learning indicators***

1. Identifies suitable sources of information as a basis for presenting an argument.
2. Recognises cause-and-effect and problem-and-solution relationships in a persuasive text.
3. Identifies and summarises points of view in a text.
4. Identifies logical flow of an argument in a persuasive text.
5. Identifies key linking words in a persuasive text, e.g., *therefore, however, furthermore*.
6. Draws a conclusion based on reading a number of persuasive texts.
7. Understands that shades of meaning in persuasive texts are expressed through choice of synonyms.

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Before reading a persuasive text, elicit students' level of agreement with a position on an issue (high, medium, or low), then repeat the check after reading and discuss any changes of opinion, with reference to the text.
2. Reorder a jumbled argument or discussion and justify your sequencing.

#### **Guided practice – Students practise target language:**

1. In pairs, students highlight words that are synonyms or near-synonyms, e.g., *convict, prisoner, criminal, felon*.
2. In pairs, students identify shifts in arguments by noticing contrastive connectives, e.g., *whereas, however*.
3. In groups, students match "coloured" (emotionally charged) terms to "plain" (more neutral) terms, e.g., *greenies* – *environmentalists*.

#### **Independent language use – Students use target language:**

1. Students read an argument or discussion and identify arguments that changed or reinforced their own opinion.
2. Students highlight the opinions given in a text (as opposed to the facts).

## PERSUADING

## Writing (Stage 2)

### ***Suggested language learning outcomes***

- Writes a cohesive persuasive text that supports conclusions on a familiar topic.

### ***Learning indicators***

1. Uses words to qualify an opinion, e.g., *might, possibly*.
2. Uses a range of adjectival phrases, e.g., *many attractive places, other dangerous people*.
3. Elaborates on a reason to support a point of view.
4. Previews their arguments in an introduction.
5. Uses a range of phrases (e.g., *Firstly, Another reason is ...*) to guide the reader through the development of the arguments.
6. Selects appropriate emotive vocabulary to reinforce an argument.
7. Signals progress and development of arguments using appropriate linking words, e.g., *however, firstly*.

### ***Language learning activities***

#### **Explicit instructions – Teacher supplies target language:**

1. Demonstrate how to develop a mind map about an issue.
2. Model how to combine arguments by using various connectives to change notes in point form into sentences.
3. Demonstrate how to write a topic sentence to go with a number of supporting ideas for an argument and/or how to write supporting ideas to go with a given topic sentence.

#### **Guided practice – Students practise target language:**

1. In groups, students experiment with changing the order of arguments in a text and discuss the effects.
2. In pairs, students practise constructing sentences using complex noun phrases, e.g., by writing *The small town of Collingwood has got rid of all plastic bags* in place of *Collingwood is a small town. It has got rid of all plastic bags*.

#### **Independent language use – Students use target language:**

1. Students research an issue and then write a persuasive text.
2. Students use a thesaurus to explore alternative words and their effects when writing a persuasive text.

The background features several light pink, stylized swirls of varying sizes and orientations, creating a decorative and organic feel. The word "Negotiating" is centered in a bold, italicized, reddish-pink font.

# *Negotiating*

## NEGOTIATING

### Language function across the curriculum

Depending on the purpose, this function may include:

#### learning

recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring

#### interacting

greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming

#### Spoken and written text forms

All interactive oral text forms

Note: Authentic texts often include more than one text form.

### Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5-6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	<b>attempts to infer meanings conveyed verbally and non-verbally</b>	<b>negotiates simple interactions verbally and non-verbally</b>		
<i>Stage 1</i>	<b>understands the gist of familiar social and learning exchanges</b>	<b>participates in familiar social and learning exchanges</b>		
<i>Stage 2</i>	<b>follows the gist of unpredictable social and learning transactions</b>	<b>manages participation in social and learning transactions</b>		
<i>Stage 3</i>	infers speakers' intentions in order to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

*Language function*  
**NEGOTIATING**

*Depending on the purpose, this function may involve:*  
all interactive oral text forms

Yrs 5–6  
ELLP Foundation Stage

**ELLP references**  
Oral: pages 11–12  
in ELLP 5–8 (and DVD)

**New Zealand Curriculum links**

**English achievement objectives**

**Listening and Speaking**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

**Using oral texts**

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively, e.g., “The Bill” (SJ 2.1.08)

**Negotiating in all learning areas**

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas in appropriate ways in all curriculum areas. This includes:

- using the language of politeness;
- participating in group work effectively by taking on roles within a group;
- using such discourse strategies as taking turns, saying “excuse me”, and disagreeing appropriately.

**NEGOTIATING**

**Oral language: Listening (Foundation Stage)**

**Suggested language learning outcomes**

- Attempts to infer meanings conveyed verbally and non-verbally.

**Learning indicators**

**Listening (receptive indicators)**

1. Participates in group learning activities.
2. Seeks assistance from a first-language speaker to interpret or elaborate.
3. Checks understanding of an activity by asking for clarification from other first-language speakers.
4. Follows instructions, relying on key words and context.
5. Responds appropriately with non-verbal language, e.g., smiles when greeted.
6. Attends to tone and context to support understanding.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Use consistent language for daily routines.
2. Provide simple instructions and directions (supported by gestures) to the class group, e.g., “Line up in pairs”, “Hang up your bags”, “Get out your books.”
3. Consistently model greetings and farewells, e.g., “Good morning, Room 6.”
4. Demonstrate class discourse conventions, e.g., put up your hand if you want to speak; come to the front to tell news; wait for a gap in the discussion to ask a question.
5. Use puppets to demonstrate appropriate language in particular situations, e.g., *Sorry, Thank you, No thanks, Can I play too?*

**Guided practice – Students practise target language:**

1. In groups, students participate in follow-the-leader games to copy the actions (and later words) of others, e.g., Simon Says.
2. In groups, students respond with an action to a command in an active game.

**Independent language use – Students use target language:**

1. Students participate in routine interactions.
2. Students respond with appropriate movements to movement songs and chants with actions.
3. Students respond non-verbally to questions and directions that require a response, e.g., “Show me the picture where the butterfly is growing its wings.”

***Suggested language learning outcomes***

- Negotiates simple interactions verbally and non-verbally.

***Learning indicators*****Speaking (productive indicators)**

1. Participates in simple, routine social interactions by exchanging greetings and farewells, e.g., "Hi", "Hello", "See you."
2. Watches others' actions and imitates them.
3. Uses turn-taking strategies to sustain interaction.
4. Makes use of affirming behaviours to sustain interaction with others, e.g., nods, smiles, repeats the speaker's words.
5. Encourages the other speaker to scaffold conversation.
6. Uses questions to elicit help.

***Language learning activities*****Explicit instructions – Teacher supplies target language:**

1. Model greetings and farewells and encourage students to respond appropriately, e.g., by saying "Good morning, Mr Ropata."
2. Present chants of the days of the week.
3. Provide opportunities for choral counting, e.g., of spokes on a bicycle wheel.
4. Introduce and lead chants and echo songs, e.g., "On Top of Old Smokey".

**Guided practice – Students practise target language:**

1. In pairs, students respond to simple questions that require a one-word response, e.g., "What is your name?", "What day is it?"
2. Students join in songs, chants, poems, and repetitive refrains.
3. In pairs, students use puppets to role-play teacher questions, mimicking the teacher's voice.
4. In groups, students take part in an enquiry and elimination activity relating to a class theme or book.

**Independent language use – Students use target language:**

1. Students ask peers questions during news time, e.g., "Where play netball?"
2. Students use appropriate tones of voice and language in the classroom.
3. Students take part in daily routines.

*Language function*  
**NEGOTIATING**

*Depending on the purpose, this function may involve:*  
all interactive oral text forms

Yrs 5–6  
ELLP Stage 1

**ELLP references**  
Oral: pages 11–12  
(and DVD) in ELLP 5–8

**New Zealand Curriculum links**

**English achievement objectives**

**Listening and Speaking**

Students are APPROACHING the prerequisite English language expertise for level 3 achievement objectives.

**Using oral texts**

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively, e.g., “The Bill” (SJ 2.1.08)

**Negotiating in all learning areas**

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas in appropriate ways in all curriculum areas. This includes:

- using the language of politeness;
- participating in group work effectively by taking on roles within a group;
- using such discourse strategies as taking turns, saying “excuse me”, and disagreeing appropriately.

**NEGOTIATING**

**Oral language: Listening (Stage 1)**

**Suggested language learning outcomes**

- Understands the gist of familiar social and learning exchanges.

**Learning indicators**

**Listening (receptive indicators)**

1. Uses clarification strategies to check understanding.
2. Provides non-verbal feedback to the speaker to sustain interaction.
3. Asks the speaker to repeat and/or speak slowly, or asks what a word means, e.g., “What you mean?”, “What mean ‘festival’?”
4. Asks other first-language speakers to translate specific words (to check context of oral text or to match concepts in both languages).
5. Shows understanding of teacher questions on familiar topics or themes by responding with phrases or sentences.
6. Understands the difference between suggestions and directions.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Present short sequences of instructions for class-related activities, such as borrowing class books and using class computer games.
2. Use photos from a shared activity to support students’ understanding when recounting events, e.g., when recounting a class excursion.
3. Use picture cards of actions to support your modelling of past-tense verb endings.
4. Ensure that students listen to a variety of spoken texts (e.g., poems, procedures, narratives, reports) so that they experience different intended purposes and audiences.

**Guided practice – Students practise target language:**

1. In pairs, students reorder pictures to reflect the content of a short, spoken text.
2. Students respond non-verbally to *true/false* statements related to a class topic, book, or event, e.g., by putting ticks or crosses on the board or by using *yes/no* buttons or cards.
3. Students listen as someone reads aloud from a book that allows them to demonstrate how stress, intonation, and volume are used in different situations.

**Independent language use – Students use target language:**

1. Students sequence pictures to reflect the content of a short, spoken text (literary, social, or factual).
2. In social learning situations, such as pair or group work, students observe, then mime or role-play such discourse strategies as taking turns, affirming, and suggesting.



**Suggested language learning outcomes**

- Participates in familiar social and learning exchanges.

**Learning indicators****Speaking (productive indicators)**

1. Repeats some of another speaker's words, e.g., in responding to a question. "Where did you *plant the seed?*" "*Plant seed* in pot."
2. Uses a few learned question formats during more formal situations, such as class sharing sessions.
3. Negotiates simple transactions in familiar contexts, e.g., the classroom, the playground.
4. Repeats a sentence, modelling their rhythm, intonation, and pronunciation on that of the first speaker.
5. Initiates and participates in casual exchanges with English-speaking peers.
6. Reformulates language to convey meaning more clearly, e.g., "... and my mum say don't – and my mum was angry to me."

**Language learning activities****Explicit instructions – Teacher supplies target language:**

1. Model how to negotiate simple transactions, e.g., borrowing a library book, ordering lunch.
2. Demonstrate an action relating to a picture cue, e.g., "He is running."
3. Present and lead chants, e.g., "In the morning before school, before school ... Before school ... Before ..."
4. Model ways to make a request using polite forms, e.g., "Excuse me ...", "Can I please ..."

**Guided practice – Students practise target language:**

1. In groups, students decide on a response to questions that guide them in retelling a shared experience, e.g., a class excursion or a science experiment.
2. In groups, students decide on a response to questions about actions in pictures, e.g., a speaker asks, "What's happening?", and the students respond with "The drummer is hitting the big drum" or "The singer is pointing to the audience."
3. In pairs, students prepare to role-play an interaction that requires polite requests, e.g., ordering lunch.

**Independent language use – Students use target language:**

1. Using pictures to support their retelling, students retell a short, spoken text, e.g., they repeat the correct utterances to order lunch or to borrow a book.
2. Students take part in role-playing a simple transaction, e.g., ordering lunch or borrowing a book.

*Language function*  
**NEGOTIATING**

*Depending on the purpose, this function may involve:*  
all interactive oral text forms

Yrs 5–6  
ELLP Stage 2

**ELLP references**  
Oral: pages 11–12  
(and DVD) in ELLP 5–8

**New Zealand Curriculum links**

**English achievement objectives**

**Listening and Speaking**

Students are ACQUIRING the prerequisite English language expertise for level 3 achievement objectives.

**Using oral texts**

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively, e.g., “The Bill” (SJ 2.1.08)

**Negotiating in all learning areas**

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas in appropriate ways in all curriculum areas. This includes:

- using the language of politeness;
- participating in group work effectively by taking on roles within a group;
- using such discourse strategies as taking turns, saying “excuse me”, and disagreeing appropriately.

**NEGOTIATING**

**Oral language: Listening (Stage 2)**

**Suggested language learning outcomes**

- Follows the gist of unpredictable social and learning transactions.

**Learning indicators**

**Listening (receptive indicators)**

1. Shows recognition of the same idea expressed in different words.
2. Demonstrates awareness of when facts are being expressed and when viewpoints are being expressed.
3. Interacts using English fluently.
4. Identifies an audience’s basic information needs and interests.
5. Assesses own information needs and purposes before listening or viewing.
6. Checks completeness and accuracy of information gained from spoken communication.

**Language learning activities**

**Explicit instructions – Teacher supplies target language:**

1. Model “active listening” strategies, e.g., asking for information to be repeated, asking for clarification, asking for rephrasing.
2. Introduce a modified game of Simon Says to highlight the difference between a suggestion and a direction or instruction, e.g., when the speaker uses an instruction, students move to one side of the room, and for a suggestion, they move to the other side.

**Guided practice – Students practise target language:**

1. In pairs, students use cards to prompt them to select “active listening” strategies, e.g., clarifying understanding or requesting that information be repeated, using language such as *Pardon, What did you say?, Do you mean ...?, Is it the same as ...?*
2. In groups, students listen to people expressing reasons for viewpoints that relate to a group research topic in order to support their personal ranking of choices.

**Independent language use – Students use target language:**

1. Students take part in a problem-solving communicative activity, e.g., listening to a possible solution to a moral dilemma in order to be able to discuss how effective it would be.
2. Students listen to and consider a group’s hypotheses about an oral text before listening to that text.

***Suggested language learning outcomes***

- Manages participation in social and learning transactions.

***Learning indicators*****Speaking (productive indicators)**

1. Maintains casual exchanges with peers.
2. Engages in transactions and simple negotiations with peers, e.g., when organising, planning, and presenting a group project or special event.
3. Uses circumlocution – i.e., talks around a topic – to compensate for vocabulary inadequacies.
4. Uses a range of fillers to sustain conversations, e.g., *Really?*, *OK*, *umm*.
5. Contributes to group activities by clarifying task goals and time limits, requesting or accepting opinions, negotiating roles, and suggesting procedures.
6. Uses common colloquialisms in everyday interactions.
7. When avoiding difficult structures, compensates effectively by rephrasing.

***Language learning activities*****Explicit instructions – Teacher supplies target language:**

1. Present a range of the sorts of language used to make suggestions, to politely reject suggestions, and to justify ideas, then role-play a situation that requires that suggestions be offered, e.g., when a speaker asks, “What do you think goes here?”, the response may be “I think you should ... because ...”.
2. Use “fish bowl” strategies (during which a group is observed) to focus attention on the language a small group uses to interact and to negotiate differing points of view as they solve a problem.
3. Lead discussion about the different contexts when suggestions and instructions may be appropriate.

**Guided practice – Students practise target language:**

1. In groups, students engage in a problem-solving task, using appropriate negotiating language in agreeing on a solution to present.
2. In pairs, students clarify and confirm their partners’ oral instructions or directions for completing a complex task.

**Independent language use – Students use target language:**

1. Students report on how a group interacted and negotiated members’ differing opinions.
2. Students contribute ideas to discussions around a problem and clarify their own and others’ positions.

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### ***Ministry of Education texts for teachers (with examples of language functions)***

(All published in Wellington for the Ministry of Education by Learning Media)

#### ***Figure It Out series***

*Geometry*, level 3 (2000).

*Number Sense and Algebraic Thinking: Books One and Two*, level 3 (2005).

*Number: Book 3*, levels 3–4 (2004).

*Statistics: Revised Edition*, level 3 (2008).

#### ***Building Science Concepts series***

*Aluminium: Extracting and Using the Metal*. Book 13, levels 3–4 (2001).

*Animal Life Histories: Reproduction, Growth, and Change*. Book 4, levels 1–4 (2001).

*Volcanoes: Hot Rock in a Cool World*. Book 12, levels 3–4 (2001).

#### ***The Curriculum in Action series***

*Change, Loss, and Grief: Mental Health: Years 1–8* (2000).

*Creating a Positive Classroom Community: Relationships: Years 4–6* (1999).

*Everybody Belongs: Body Image: Years 4–6* (2000).

*Moving in Context: Physical Activity: Years 1–6* (2003).

#### ***Into Music books***

*Into Music 2: Classroom Music in Years 4–6* (2002).

#### ***Playing Our Stories***

*Playing Our Stories: Classroom Drama in Years 1–6* (2006).

#### ***Kiwi Kidsongs and related resources***

*Kiwi Kids Dance: Using Kiwi Kidsongs for Dance* (2005).

#### ***Māori Visual Culture in Visual Arts Education books and posters***

*He Papahuaia Toi Māori: Māori Visual Culture in Visual Arts Education: Years 1–6* (2007).

## ***Ministry of Education texts for students (with examples of language functions)***

[All published in Wellington for the Ministry of Education by Learning Media]

### ***Connected***

Alchin, Rupert. "The World of Ferns" (*Connected 3* 2002).

Buchler, Marie. "Grow Your Own Ferns" (*Connected 3* 2002).

Hill, David. "Creeping Along" (*Connected 2* 2005).

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Gibbison, Sue. "Celebrating Matariki" (SJ 2.2.05).

Gibbison, Sue. "Great-grandpa" (SJ 2.1.06).

Graham, Philippa. "Te Waka o Aoraki" (SJ 3.2.03).

Hart, John. "Ofa Lahi Atu – Good Luck!" (SJ 3.3.2000).

Hill, Bartha. "Charlie and Maria" (SJ 2.1.07).

Hill, David. "Boring Street" (SJ 2.2.05).

"The Journal's Century" (SJ 3.2.07).

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