



Targeted strategies to accelerate  
Learning English: Achievement &  
Proficiency (LEAP)



Government  
of South Australia  
Department for Education



# Workshop Overview

Background to LEAP

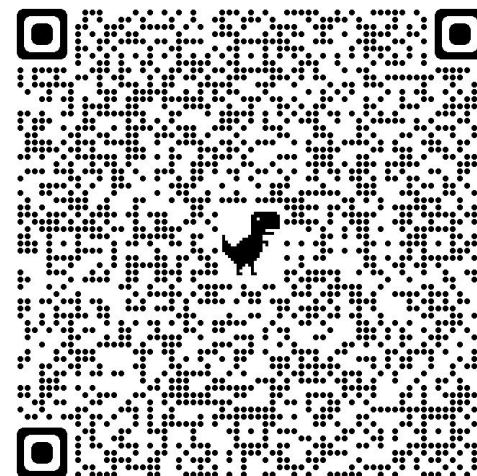
## Applications

- applying the assessment tool to a student's work
- identifying key teaching points
- exploring targeted strategies to accelerate learning
- hearing from teachers and students

Questions and responses



# LEAP Levels



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



# Rationale and background



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# Contextual factors that called for review



- Improve the usability
- Introduction of the *National Literacy Learning Progression*
- Clarify purpose of the tool to assess and track SAE development



# Align to Literacy Progression

LEAP Levels take up 5 elements :

## Speaking and Listening (3)

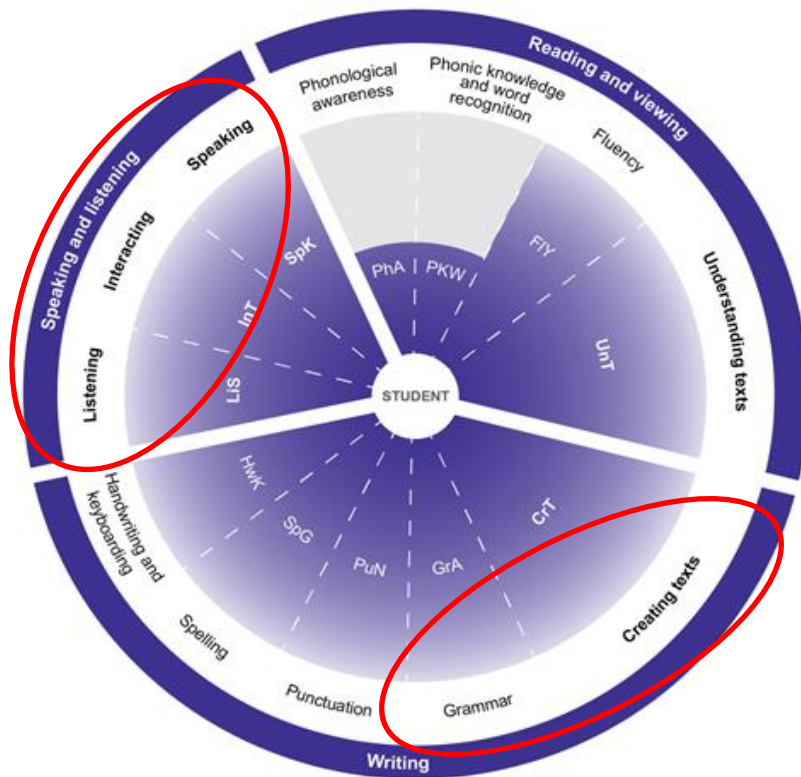
- Listening
- Interacting
- Speaking

## Writing (2)

- Creating texts
- Grammar

In LEAP, however,

Grammar threads are used in both Speaking and Writing



# Content and Layout

Aspect Category	GRAMMAR: Whole text level	Level 7	Level 8	Level 9	Level 10
Threads		COHESIVE DEVICES			
	Reference (such as pronouns and demonstratives/ pointers)	Mostly uses pronouns accurately and unambiguously to link objects or people across the text	Uses pronouns accurately to: <ul style="list-style-type: none"> <li>mostly unambiguously track multiple people, places and objects</li> <li>begin to refer back to things to carry an idea forward: <i>his ration was 3 kg beef, 3 kg flour, 1.3 kg maize meal and ... This was ...</i></li> </ul>	Examples of Text Connectives moved to align with Literacy Progression	
	Text connectives	Uses simple, everyday text connectives formulaically to organise texts and show logical sequence of paragraphs and sentences: <i>then; so; but; and; next; firstly; secondly; thirdly</i>	Uses simple, everyday text connectives to begin paragraphs and sentences to show logical connections: <i>first; at first; after; after that; today; but; next time; in the end; also</i>	<p>Begins to use less common, more written-like text connectives to organise the stages of the text and show some logical connections: <i>firstly; in addition; finally; in conclusion; also; first; at first; now; instead; on the other hand; however; therefore</i></p>	<p>Uses 1–2 alternatives to organise stages of the text:</p> <ul style="list-style-type: none"> <li>alternatives to text connectives: <i>another argument</i> instead of 'secondly'</li> <li>rhetorical questions: <i>'What about the animals?'</i></li> </ul> <p>Uses more written-like text connectives to logically connect paragraphs and sentences: <i>in addition; for example; for instance; therefore; consequently</i></p>
	Sentence openers – Orientation to the message adverbs/adverbial phrases (circumstance of time and/or place and beyond, eg manner) subordinate clauses (of time and condition)	<p>Begins to use some alternative elements as sentence openers:</p> <ul style="list-style-type: none"> <li>procedure: 1–2 simple circumstances: <i>Carefully, cut</i></li> <li>adverbial phrases to express circumstances of time and/or place to begin paragraphs at key stages of texts: <i>After a while; On 13 May 1787</i></li> <li>1–2 examples of either 'when', 'after' or 'if' subordinate clauses: <ul style="list-style-type: none"> <li>'when' in narratives and explanations: <i>When I woke up, I was not in my bed anymore; After I finished breakfast, I went for a walk; When a volcano erupts, it starts spitting bits of lava</i></li> <li>'if' in explanations: <i>If a volcano erupts, you should spend your money on insurance that's OK</i></li> </ul> </li> </ul>	<p>Uses some alternative elements as sentence openers:</p> <ul style="list-style-type: none"> <li>procedure: 1–2 simple circumstances: <i>With your hands, mix</i></li> <li>adverbial phrases to express circumstances of time and/or place to help stage the text and occasionally within paragraphs in recounts and explanations: <i>On Sunday; The next day; On the beach; Back home</i></li> <li>subordinate clauses with 'when' and 'after' or 'if': <ul style="list-style-type: none"> <li>'when/after' in narratives and explanations: <i>When he finished his NEW ...; After it ...</i></li> </ul> </li> </ul>	<p>Chooses starting points of the sentence to give prominence to the messages of the text as appropriate to the genre using:</p> <ul style="list-style-type: none"> <li>more specific and formal circumstances of time and place to locate events on a timeline in historical recounts, biographies and reports: <i>On December 3 1854; By 1868; In his lifetime; On Mars</i></li> <li>subordinate clauses beyond 'when'/'if' <ul style="list-style-type: none"> <li>in recounts and narratives to denote time: <i>After we collected the data, we learnt new things about chance; Before the first wharf was built, ships were tied to the Leichhardt Tree</i></li> <li>in arguments and explanations to: <i>if, when and to (meaning in order to): If you were your child, wouldn't you want ...; To get the light, we tried at least five different ways</i></li> </ul> </li> </ul>	<p>Chooses starting points of the sentence to effectively orient the reader to the messages of the text:</p> <ul style="list-style-type: none"> <li>1–2 circumstances beyond time and place, typically manner: <i>With money, you can go on holidays; Slowly, they...</i></li> <li>subordinate clauses with a wider range of conjunctions <ul style="list-style-type: none"> <li>in recounts and narratives to denote time: <i>Once it is time to practise the play, she gets ...</i></li> <li>in arguments and explanations</li> </ul> </li> </ul>
Sub-threads	passive voice (to focus on the 'done to' rather than 'do-er')	May occasionally use passive voice as modelled in a topic: <i>The mail was delivered in different ways; Government House was built in 1927</i>	Uses passive voice to focus on the message: <i>Richardson was punished in 1790. He was given 50 lashes</i>	Cells merged where no discernible difference	
	abstractions (through nominalisation)	Thread begins at Level 9		Begins to use nominalisations to shift the focus from people to abstractions: <i>My prediction; In anger the miners... rather than 'I predict' or 'the miners were angry'</i>	Uses nominalisations to shift from a focus on people to one of abstraction: <i>His major discovery; Our hypothesis; Obesity is caused by ...</i>





## LEVEL 6: Anna

### COMMENTARY

Evidence ranges from Level 5, eg mental verbs to Level 7, eg subordinate clauses as sentence openers and basic spoken-like non-finite (*galloping around*). Most evidence is at Level 6 as highlighted.

# Applications

## LEAP assessment of student's samples

## What key teaching points do you identify for this student?

**Text 1 Explanation** (student provided with a labelled flow chart; a table of pictures and notes and the first 2 sentences supplied as prompt)

*Frogs are amphibians. This means they can live on land and in the water. The life cycle of frogs begins in the water. Then when their<sup>3</sup> six days old they hatch out of their eggs. Then they tern into tadpoles when their four weeks old. After two weeks they grow back legs when their nine weeks old they grow front and bake legs. Then they tern into an adalt.*

**Text 2 Narrative** (first 2 sentences are adapted from sentences provided as writing prompt)

*Moving as silently as a shadow I stood in tiptoes and peered through the keyhole. There was a beatiful garden. I saw a beatiful rainbow horses galoping around and a caste. I wonted to go in it. So I tried to open the door but it was locked. So I thought about how I could get it open. I thought and I thought. Suddenly I thought of something. I have a key in my pocket so I took it out and I tried opening the door and I did. I never seen a place like this in my live. So I went in the castle and there was some kids in cages. So I took them out of the cages and brang them back home. A horse folowed me all the way home. Then she told me to keep her. So I did. I colld her cristle. I always rode her even to school.*

### Creating texts

Constructs examples of simple genres, using ideas and key words from texts read/viewed and familiar, mostly spoken-like structures

### Cohesive devices

Simple pronoun reference accurately, though reader needs to connect 'she' to the horse.  
1-2 simple **text connective** between sentences

### Sentence structure

Compound sentences formed using 4-5 coordinating conjunctions

### Verbs and verb groups

More uncommon verbs, 1 synonym for 'to be': *turn into* and 1 saying

Uses multiword verb groups

Controls simple present and past tense

Maintains tense in compound/complex sentences

### Circumstances

Uses circumstances mostly accurately to express time, place and manner

### Nouns and noun groups

Uses short noun groups with classifiers and describers beyond colour, size and shape

1 prepositional phrase as a qualifier  
mostly accurate articles and plurals

### Evaluative language

Appropriately does not use evaluative language in explanation. No evidence at Level 6 in narrative





# Anna: Level 6

## LEARNING GOALS

Language Aspect	Target Level	LEAP targets and language learning goals	Strategies
<b>Creating texts</b>  <b>Cohesive devices</b>	7-8	Paragraph texts to segment the text and use appropriate paragraph openers to guide the reader (time, place, sub-headings or topic sentence).	Discuss and annotate reasons for paragraph breaks in model texts. Highlight paragraph openers and discuss how these help to guide a reader through the text. Match/ give sub-headings to paragraphs. Cohesive devices Leaping to Levels 7-9, sequences 6, 7 and 8 as appropriate to the focus genre
<b>Sentence structure</b>	7	Write a variety of compound and complex sentences using a range of conjunctions to express time, cause and condition.	Sentence structure Leaping to Levels 7-9, sequence 5
<b>Nouns and noun groups</b>	7	Add more descriptive detail in front of the noun and after using prepositional phrases.	Nouns & noun groups, Leaping to Levels 5-6, sequence 5 and Leaping to Levels 7-9, sequences 6 and 7



# Unpacking the Strategies



## INTRODUCTION

This resource provides strategies to support students' language development and progress through the LEAP Levels. Teachers can use the strategies to intentionally address students' identified language needs, accelerate their development of Standard Australian English (SAE), and move them on in their level of 'Learning English: Achievement and Proficiency' (LEAP).

## CONTENT ORGANISATION

### Aspects of language

Strategies in this resource address the following key aspects of language. Colour is used to indicate the aspect being addressed as follows:

- cohesive devices (yellow)
- sentence structure (orange)
- verbs and verb groups (green)
- circumstances (blue)
- nouns and noun groups (maroon)
- evaluative language (purple).

An overview of content is provided at the beginning of each aspect for quick identification of the learning sequences. An introduction to each language aspect describes its threads and explains associated forms and functions with examples.

### Participants, processes and circumstances

Colour is also used to identify at the word level which aspect of language is being demonstrated. At times, this includes aspects that are not considered in the levelling process.

Targeted strategies to accelerate SAE proficiency, particularly at sentence level grammar (sentence structure), often involve explicitly teaching the 3 components of a clause:

Functional components of a clause	Form typically expressed by
a central <b>process</b> : what's going on?	a verb/verb group
one or more <b>participants</b> : who or what is involved?	a noun/pronoun/ noun group or adjective/adjective group
(optional) extra details of the <b>circumstances</b> surrounding the process: when, where, how, why did it happen?	an adverb/adverbial group, prepositional phrase or a noun group

Two of the components of a clause also directly correspond to 2 aspects of language, which are included in the levelling process at the word and word group level:

- **verbs and verb groups (processes)**: here, the focus is both on function (different types of processes) and accuracy of grammatical form (eg tense). The table also shows the typical 1:1 relationship between form and function
- **circumstances**: here, the focus is on function, what meaning is being added about the process and the table shows that various forms can express this function.

**Participants** are not identified as part of the levelling process. Rather there is a focus on the form: **nouns and noun groups** since the ability to build and manipulate noun groups is key in developing academic SAE. Maroon (not red) is used for **nouns and noun groups** because they can be used to express either **participants** or **circumstances**, as indicated in the table.

### Proficiency bands

Following the introduction to the language element, learning sequences with targeted strategies are provided for 4 proficiency bands:

- LEAP Levels 1–4 and leaping to levels 5–6
- LEAP Levels 5–6 leaping to levels 7–9
- LEAP Levels 7–9 leaping to levels 10–12
- LEAP Levels 10–12 leaping to levels 13–14.

A chart, at the beginning of each band, provides: the number and name of learning sequences, the language in focus, and the genre/s used within each sequence.

## HOW TO USE THIS RESOURCE

1. Begin by assessing students to identify their current LEAP Level and specific areas in need of development.
2. Set tailored targets and learning goals.
3. Based on identified needs and learning goals, go to the relevant aspect of language.
4. Use the overview of the content to identify where the band matching your target level begins and turn to that page.
5. Use the chart to identify a learning sequence that addresses your language focus.
6. Follow the sequence or adapt for your context. Strategies and texts may need to be adapted to be age-appropriate for your students. Adaptations may also be necessary to ensure they are supporting the development of curriculum knowledge.
7. Refer to explanations in the introduction to the selected aspect of language to build your knowledge as required.



## Learning English: TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY COHESIVE

### COHESIVE DEVICES: INTRODUCTION

Reference items  
Text connectives  
Orientations to the main text  
Sentence openers  
Topic, circumstantial  
Passive voice  
Nominalisation

### LEVELS 1–4 AND LEAPING TO LEVELS 5–6

1. Pronouns referring to subject and object
2. Pronouns referring to subject and object
3. Reference to point in time
4. Text connectives to link paragraphs

### LEVELS 5–6 LEAPING TO LEVELS 7–9

5. Sentence openers
6. Sentence openers
7. Sentence openers
8. Text organisation in whole text – structure
9. Paragraphs to group

### LEVELS 7–9 LEAPING TO LEVELS 10–12

9. Text connectives to link paragraphs
10. Sentence openers
11. Openers and connectors
12. Strategic orientation in text and paragraph
13. Text organisation and manipulation of text
14. Orienting to angle, orientation to abstract

Resource 1: Pronoun chart  
Resource 2: Changing sentence structure  
Resource 3: Sentence openers  
Resource 4: Animals show emotion  
Resource 5: Text connectives  
Resource 6: The legacies of war  
Resource 7: Moving from war to peace  
Resource 8: Discussion/argument  
Resource 9: Register contrast

## Learning English: Achieve TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY SENTENCE

### SENTENCE STRUCTURE: INTRODUCTION

The clause  
Simple sentences  
Compound sentences  
Complex sentences  
Subordinating conjunctions  
Relative pronouns  
Non-finite verb forms

### LEVELS 1–4 AND LEAPING TO LEVELS 5–6

1. Parts of a clause: simple sentence  
Identify action processes  
Identify who or what is doing it  
Identify who or what the action is about  
Extra details about the action
2. Simple sentences: add detail with adjectives
3. Compound sentences: join clauses with 'and'
4. Complex sentences with subordinating conjunctions  
Focus on 'because'  
Focus on 'so that'  
Focus on non-finite 'to + verb'

### LEVELS 5–6 LEAPING TO LEVELS 7–9

5. Subordinating conjunctions: cause and effect
6. Subordinating conjunctions of contrast
7. Relative pronouns: which and who

### LEVELS 7–9 LEAPING TO LEVELS 10–12

7. Less common subordinating conjunctions
8. Relative pronouns: which, who, whose, and whose's
9. Focus on 'who', 'whose' and 'whose's'
10. Non-finite clauses: -ing and -ed

### LEVELS 10–12 LEAPING TO LEVELS 13–14

10. Complex sentences crafted for effect
11. Densely packed, sophisticated sentences

Resource 1: Conjunction chart  
Resource 2: Review of digital graphic design  
Resource 3: Qin Shi Huang, the first Emperor  
Resource 4: Model text: PE issues and solutions  
Resource 5: Shifting from active to passive voice

## Learning English: Achieve TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY VERBS AND

### VERBS AND VERB GROUPS: INTRODUCTION

Vocabulary: expressing different processes  
Action processes  
Mental processes  
Saying processes  
Relating processes

### LEVELS 1–4 AND LEAPING TO LEVELS 5–6

- Grammatical accuracy: control of tense and control of tenses
- Simple tenses
- Elaborated tenses
- Elements and structure of the verb

### LEVELS 5–6 LEAPING TO LEVELS 7–9

5. More precise details of place, time and manner
6. Details of cause to explain and strengthen
7. Details of manner, including comparison

### LEVELS 7–9 LEAPING TO LEVELS 10–12

8. Revision of time, place, manner and modality
9. Role and angle to add perspective
10. Compacted details of cause and effect

### LEVELS 10–12 LEAPING TO LEVELS 13–14

11. Compacted details of cause and effect
- Revision of cause-effect
- Focus on contingency: condition
- Focus on contingency: concession

### Resource 1: Circumstances chart

### Resource 2: The life cycle of an emperor pen

### Resource 3: Plastic straws must be banned!

### Resource 4: An historical account: Australia's first

### Resource 5: Women garment workers – exploitation

### LEAPING TO LEVELS 5–6

4. Action processes beyond everyday use  
Present continuous and vocabulary  
Simple present, simple past – go  
Simple past, present and future tense  
Action and relating processes  
Focus on actions – do/does/car  
Focus on relating – being and have  
Focus on subject-verb agreement  
Focus on subject-verb agreement
6. Mental processes and simple causation  
Feelings in response to events  
Beyond liked/didn't like  
Simple past (happened) and past continuous  
Predicting using mental processes
7. Multi-word verb groups: want to, need to, be able to
8. Saying processes: simple past tense

## Learning English: Achievement TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY CIRCUMSTANCES

### CIRCUMSTANCES: INTRODUCTION

Function  
Form  
Spoken to written  
Identifying circumstances: tips

### LEVELS 1–4 AND LEAPING TO LEVELS 5–6

1. Place to add details of where
2. Time to add details of when
3. Manner: quality to add details of how
4. Manner: means to add details of how

### LEVELS 5–6 LEAPING TO LEVELS 7–9

5. More precise details of place, time and manner
6. Details of cause to explain and strengthen
7. Details of manner, including comparison

### LEVELS 7–9 LEAPING TO LEVELS 10–12

8. Revision of time, place, manner and modality
9. Role and angle to add perspective
10. Compacted details of cause and effect

### LEVELS 10–12 LEAPING TO LEVELS 13–14

11. Compacted details of cause and effect
- Revision of cause-effect
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### Resource 1: Circumstances chart

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### Resource 3: Plastic straws must be banned!

### Resource 4: An historical account: Australia's first

### Resource 5: Women garment workers – exploitation

## Learning English: Achievement TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY NOUNS AND

### NOUNS AND NOUN GROUPS: INTRODUCTION

Nouns  
Singular and plural – countable and uncountable  
Noun groups  
Parts of a noun group and their function  
How do noun groups function in a clause?  
Adjectives and adjectival groups

### LEVELS 1–4 AND LEAPING TO LEVELS 5–6

- Adjectives
- Adjectival groups
- Functions of adjectives and adjectival groups
- Nominalisation
- Embedded phrases and clauses
- Prepositional phrases as qualifiers
- Distinguishing qualifiers from circumstantial phrases

### LEVELS 5–6 LEAPING TO LEVELS 7–9

1. Vocabulary to name people, places, things and other pointers
2. Details of number, size, shape and colour
3. Imaginative description beyond size, shape and colour
4. Factual description beyond size, shape and colour
5. Descriptions including classification

### LEVELS 7–9 LEAPING TO LEVELS 10–12

6. More detailed and precise description
7. Qualifying phrases: which one/s are
8. Qualifying clauses: which one/s are
9. Packing factual information into noun groups
10. Nominalisations to build technicality

### LEVELS 10–12 LEAPING TO LEVELS 13–14

11. Embedded relative clauses to specify
12. Imagery in noun groups with multiple adjectives
13. Nominalised cause-effect
14. Compacted details to carry ideas for focus on the noun group
- Focus on nominalisation
- Focus on repackaging notes into text

### LEVELS 13–14 LEAPING TO LEVELS 15–16

15. Nominalisation: encapsulating speech
- Nominalising to express thinking and feeling

### Resource 1: Elements of a noun group

### Resource 2: Early noun group chart

### Resource 3: Noun group chart

### Resource 4: Abstract nouns to encapsulate

## Learning English: Achievement and Proficiency (LEAP) TARGETED STRATEGIES TO ACCELERATE SAE PROFICIENCY EVALUATIVE LANGUAGE

### EVALUATIVE LANGUAGE: INTRODUCTION

Types of attitude  
Feelings and emotions  
Judgements of people  
Evaluation or appreciation of 'things'  
Varying the intensity and modality  
Intensity: force and focus  
Modality: probability, frequency and obligation  
Analysis of evaluative language

### LEVELS 1–4 LEAPING TO LEVELS 5–6

1. Simple, everyday language to express feelings – happy, sad
2. Beyond common, everyday language to express feelings
3. Everyday vocabulary to judge characters
4. Everyday vocabulary to evaluate

### LEVELS 5–6 LEAPING TO LEVELS 7–9

5. Expressing emotions for mood and characterisation
6. Expanded vocabulary to judge characters
7. Expanded vocabulary to evaluate with varied intensity  
Modality to strengthen or soften arguments  
Evaluation in responses

### LEVELS 7–9 LEAPING TO LEVELS 10–12

8. Evaluative language in media texts  
Advertising and reviewing  
Expressing opinions in the media
9. More formal, written-like expressions of emotion  
Emotions in narratives  
Focus on categories of emotion  
Focus on more written-like grammatical resources  
Emotion in a historical recount  
Varied intensity and objectivity
10. Judgement of individual characters and groups
11. Varied intensity and modality to modulate claims

### LEVELS 10–12 LEAPING TO LEVELS 13–14

12. Formal and authoritative evaluative language to present varied viewpoints  
Focus on inferred judgement  
Focus on nominalisation  
Varying intensity – formal choices  
Modality – being authoritative, while showing openness to other views  
Focus on distanced emotion
13. Judgement and evaluation to show significance  
Focus on judgement  
Focus on evaluation and intensity



# Learning English: Achievement and Proficiency TARGETED STRATEGIES TO ACCELERATE LEARNING SENTENCE STRUCTURE

## SENTENCE STRUCTURE: INTRODUCTION

- The clause
- Simple sentences
- Compound sentences
- Complex sentences
- Subordinating conjunctions
- Relative pronouns
- Non-finite verb forms

## LEVELS 1–4 AND LEAPING TO LEVELS 5–6

- Parts of a clause: simple sentences  
Identify action processes  
Identify who or what is doing the action  
Identify who or what the action is done to  
Extra details about the action
- Simple sentences: add detail with circumstances
- Compound sentences: join clauses with coordinating conjunctions
- Complex sentences with *because*, *so* and *that* and *non-finite*  
Focus on 'because'  
Focus on 'so that'  
Focus on non-finite 'to + verb'

## LEVELS 5–6 LEAPING TO LEVELS 7–9

- Subordinating conjunctions: cause, time or condition
- Relative pronouns: *which* and *where*

## LEVELS 7–9 LEAPING TO LEVELS 10–12

- Less common subordinating conjunctions
- Relative pronouns: *which*, *where*, *who*, *whose* and *whom*  
Revising 'which' and 'where'  
Focus on 'who', 'whose' and 'whom'
- Non-finite clauses: -ing and -ed verb forms

## LEVELS 10–12 LEAPING TO LEVELS 13–14

- Complex sentences crafted for precision and effect
- Densely packed, sophisticated simple sentences

## Resource 1: Conjunction chart

Resource 2: Review of digital graphic novel *The Worms*

Resource 3: Qin Shi Huang, the first Emperor of China

Resource 4: Model text: PE issues analysis

Resource 5: Shifting from active to passive voice and non-finite verb forms

## LEVELS 5–6 LEAPING TO LEVELS 7–9

LEVELS 5–6 LEAPING TO LEVELS 7–9		
Learning sequence	Language in focus	Genres
5. Subordinating conjunctions: cause, time or condition	<ul style="list-style-type: none"> <li>subordinating conjunctions of:                             <ul style="list-style-type: none"> <li>time: when, after, until, while</li> <li>condition: <i>if</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>descriptive reports</li> <li>sequential and causal explanations</li> <li>arguments</li> </ul>
6. Relative pronouns: <i>which</i> and <i>where</i>	<ul style="list-style-type: none"> <li>relative pronoun <i>which</i> or <i>where</i> to add related ideas<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li>descriptive reports</li> <li>sequential and causal explanations</li> </ul>

## Suggested mentor text

### Book

Blabey A (2009) *Pearl Barley and Charlie Parsley*, Penguin Australia, Picture Puffin<sup>9</sup>

### Learning sequence

5

## 5. Subordinating conjunctions: cause, time or condition

### Subordinating conjunctions of cause and time

#### Engage

- Read a learning area text and on a second read, stop and highlight the conjunctions.
- Create a list and classify them according to:
  - the relationship between the ideas/clauses, eg adding, time, contrast, cause-effect, condition
  - the way that they connect clauses:
    - coordinating conjunctions connect 2 main clauses (compound)
    - subordinating conjunctions connect a subordinate clause to a main clause (complex).
- Brainstorm to add to the list and create a class conjunction chart (see [Resource 1: Conjunction chart](#)). Explain that there are several ways to form complex sentences: using a subordinating conjunction is the most common.
- Discuss that conjunctions can have more than one meaning, eg *as* can mean:
  - time: 'at the same time': *As the bus arrived, it started to rain.*
  - cause: 'because': *As it was raining, she took an umbrella.*
  - time and cause, particularly in an explanation: *As the warm air rises, it begins to cool.*

#### Explicitly teach: I do – we do – you do

- Select complex sentences from a teaching text, eg *A Waddle of Penguins*.<sup>10</sup>
- Write individual clauses on cards; making separate subordinating conjunction cards:

Main clause	Subordinating conjunction	Subordinate clause
penguin wings have changed into flippers	<b>so that</b>	<i>these birds fly though the water, not the air</i>
they waddle, hop and slide on their bellies	<b>when</b>	<i>they are on land</i>
penguins make their nests on the ground	<b>since</b>	<i>they can't fly like other birds</i>
penguin parents feed and protect their fluffy chicks	<b>until</b>	<i>the little ones grow new feathers</i>
penguins can swim in icy ocean waters	<b>because</b>	<i>adult feathers are waterproof and warm</i>

<sup>8</sup> To move to Levels 7–9, it is also important that students continue to develop simple sentences, adding circumstances and expanding noun groups.

<sup>9</sup> See also the Reading Australia (nd) 'Pearl Barley and Charlie Parsley', teacher resource, Copyright Australia, available at <http://TLinSA.2.vu/ra/PearlBarley> (accessed October 2020).

<sup>10</sup> McKay W (2019) *A Waddle of Penguins*, Unite for Literacy, available at <http://TLinSA.2.vu/McKay2019> (accessed October 2020)

Hyperlinks to resources within the document and on the internet

# Anna: Level 6

## LEARNING GOALS

Language Aspect	Target Level	LEAP targets and language learning goals	Strategies
<b>Creating texts</b>  <b>Cohesive devices</b>	7-8	Paragraph texts to segment the text and use appropriate paragraph openers to guide the reader (time, place, sub-headings or topic sentence).	Discuss and annotate reasons for paragraph breaks in model texts. Highlight paragraph openers and discuss how these help to guide a reader through the text. Match/ give sub-headings to paragraphs. Cohesive devices Leaping to Levels 7-9, sequences 6, 7 and 8 as appropriate to the focus genre
<b>Sentence structure</b>	7	Write a variety of compound and complex sentences using a range of conjunctions to express time, cause and condition.	Sentence structure Leaping to Levels 7-9, sequence 5
<b>Nouns and noun groups</b>	7	Add more descriptive detail in front of the noun and after using prepositional phrases.	Nouns & noun groups, Leaping to Levels 5-6, sequence 5 and Leaping to Levels 7-9, sequences 6 and 7

PDF Pages  
13 - 16

PDF Pages  
44 – 46

PDF Pages  
178 – 179;  
181- 183



# Hearing from students and teachers

Year 1

Year 6

Secondary  
intensive English  
Year 8/9



Government  
of South Australia  
Department for Education



# East Marden PS

2022 year 1 teachers:

- levelled student work, moderated and then planned for improvement
- used a teaching and learning cycle to design writing lessons
- set goals to move students from levels 1-4 to levels 5-6.



# Sentence structure sequence 3

## Grammar Focus – How?

- Build knowledge – going back to the basics of ‘Sentences’
- Supported reading – extracts of Fairytales with focus on simple/compound sentences
- Modelling and co-construct sentences using conjunctions
- Oral language focus every lesson!
  - Turn and Talk
  - Everything is spoken first before written
  - Ideas and understandings shared with a partner
  - Revising prior concepts taught at beginning of each lesson
- Oral, then whiteboards, then written sentences
- Independent sentence writing with Fairy Tale prompts



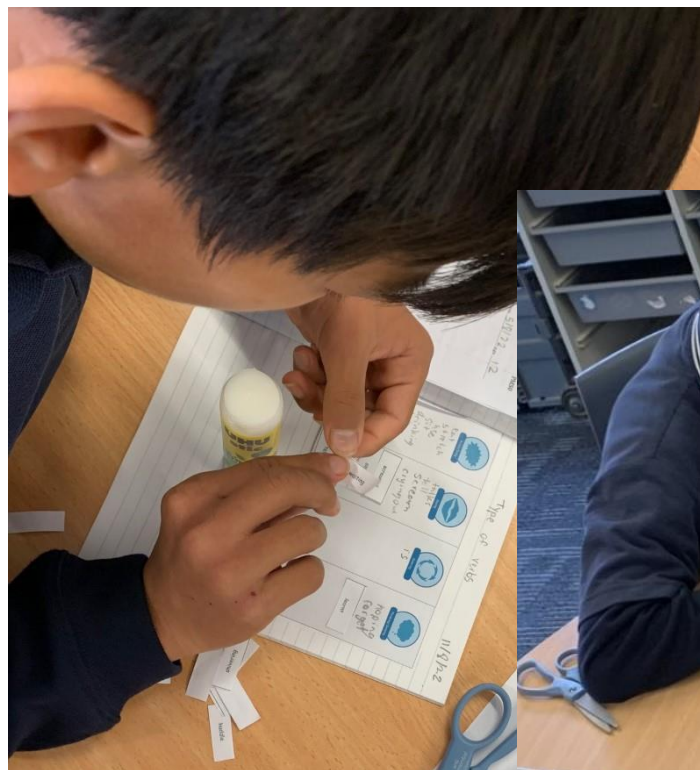
# East Marden Primary School



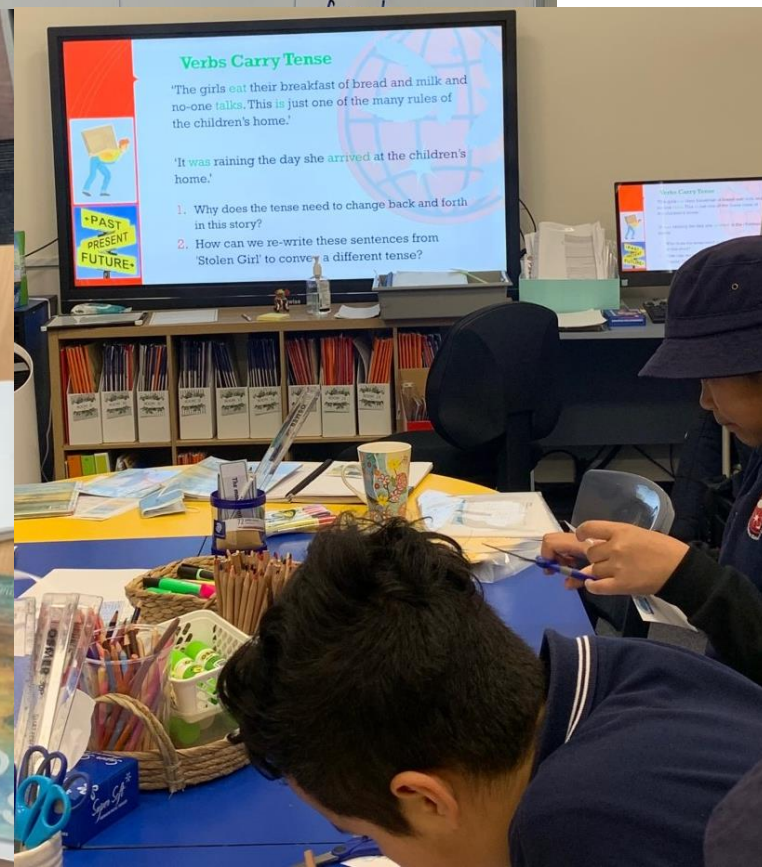


# Building teacher capacity to provide targeted support

Annie Sobey



<u>Types of Verbs</u>			
Action/Doing	Saying	Relating	Thinking/Sensing
eat sat Arrived Used to Live (vg)	Talks tell Screamed	is was	listening like hoping



# Adelaide Secondary School of English



Intensive English



Using LEAP to set goals  
and motivate students



Building metacognition  
and metalanguage



Government  
of South Australia  
Department for Education

# Adelaide Secondary School of English







# Questions and responses

## Thank you

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