

What will you say to the parents, families and whānau of English language learners about the student's learning in primary school?

This diagram from *The English Language Learning Progressions* illustrates the relationships between the progress of English language learners in acquiring proficiency in English and the levels in the learning areas of the New Zealand Curriculum.

You could copy this diagram and explanation and use them to support your discussions with parents, families and whānau. You could use them as part of a school report and/or as a prompt when conferencing with parents, families and whānau.

The learning areas of the New Zealand Curriculum

The learning areas of the New Zealand Curriculum are represented in different colours on the right-hand side of the diagram below. These curriculum learning areas are English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, and technology.

Primary school students are expected to be learning at curriculum levels 1 and 2 in years 1–4 and curriculum levels 3 and 4 in years 5–8. In most learning areas, students are taught and reported in relation to these curriculum levels and all teachers support students with relevant language and literacy. In all classes, students develop the key competencies of: thinking, using language, symbols and texts, managing self, relating to others and participating and contributing.

English language learning in primary school

However, students may enter primary school with a range of English proficiency. An English language learner's progress in English literacy is usually tracked on the matrices of *The English Language Learning Progressions* (ELLP) until they approach the national expectations described in *The New Zealand Curriculum Reading and Writing Standards for Years 1–8*.

Teachers notice students speaking, listening, writing and reading in many situations as they place students on the ELLP stages. There is not one test for English literacy.

As students in years 1–4 progress in English, they move through Foundation Stage, Stage 1 and Stage 2. As students in years 5–8 progress in English, they move through Foundation Stage, Stage 1, Stage 2 and Stage 3. (These stages are shown on the left-hand side of the diagram.) Students might start at any of these stages. Depending on their prior knowledge and experiences, primary students may take five years to develop enough academic English to meet national expectations.

