

BREAK IT DOWN, BUILD IT UP

A framework for working with ESL learners in whole class contexts

Step 1. BREAK IT DOWN

WHAT DO STUDENTS NEED TO DO?

Curriculum Intent (e.g. Australian Curriculum, Early Years Curriculum Guidelines, Essential Learnings, senior syllabus requirements) and language demands of assessment tasks

Step 3. BREAK IT DOWN

WHAT IS IN THE GAP?

NEED TO DO 'GAP' CAN DO

TEACH THIS

Step 2. BREAK IT DOWN

WHAT CAN STUDENTS ALREADY DO?

Feedback/Assessment (e.g. oral & written work samples, developmental maps, Bandscale levels, observations, interviews)

Step 4. BRIDGE ACROSS

A TEXT AS A FOUNDATION FOR A UNIT

Step 5. BUILD IT UP

MAKE MEANING, BUILD LANGUAGE & DEVELOP ORACY

Develop students' language and core understandings on the curriculum focus through oral, kinaesthetic, visual, dramatic &/or art activities based on this text

Step 6. BUILD IT UP

APPLY LANGUAGE TO DEVELOP LITERACY

Develop students' literacy by utilising language and understandings from the text to create &/or explore other texts related to the curriculum focus

Step 7. BUILD IT UP

EXPAND UNDERSTANDINGS OF FOCUS CONTENT AREAS

Develop students' understandings by applying this language & literacy to deepen learning within the curriculum focus

Step 8. BUILD IT UP

ENGAGE WITH ASSESSMENT

Develop students' capability to respond to a range of spoken & written assessment tasks based on this language, literacy and content

Step 9. BREAK IT DOWN

HOW WELL DID STUDENTS PROGRESS?

Analyse what students produced in their assessment task(s)

Step 10. BREAK IT DOWN

HOW ARE STUDENTS DEVELOPING?

Monitor students' language progress