



Education Support Package - Languages Other Than English



Individual Education Plans		Teaching Strategies		Classroom Management		Glossary of Terms		References	
The Arts	English	Health and Education	Languages Other than English	Mathematics	Science	Society and Environment	Technology and Enterprise		

LOTE Background Information

Preface

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To assist in meeting outcomes for students with disabilities, the preface outlines modifications of the environment and curriculum together with specialised equipment.

Outcome Statements - Foundation to Level 3

This section contains Foundation Outcome Statements, and an overview of Strand and Substrand Outcome Statements from Level 1 to Level 3.

Strand Outcome Statements are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a strand. (NB: The Strand Outcome Statements are a synthesis of Sub-strand Outcomes).

Sub-strand Outcome Statements are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a sub-strand. (NB: Not all strands have sub-strands).

Spreadsheets

Spread sheets contain teaching/learning information related to a sample of Foundation Outcomes for each learning area. Not all outcomes are covered in this section and teachers may wish to develop their own or other outcomes as a point of reference.

LOTE Background Information

During the writing of national Student Outcome Statements the Education Support Principals' Association won the tender from CURASS to write pointers which ensured inclusion for Education Support students across all learning areas.

The result of this work was the development of 'Towards Level One Pointers' that appeared in the National Outcomes work.

During this time there was strong collaboration between the LOTE Learning Area and the Education Support writers. LOTE integrated the 'Towards Level One Pointers' into Level 1.

Therefore, Level 1 is considered to be the first level of achievement for all students.

LOTE Preface

Students with disabilities

To assist in meeting outcomes and ensure the participation of all students, please note:

Modification of the environment may be necessary.

- Handrails (toilets, hallways etc.)
- Ramps
- Playground/classroom structures
- Table tops for desks
- Seating (posture/supports etc.)
- Seating location (preferential seating)

Specialised/modified equipment to assist with mobility may be required.

- Wheelchairs
- Walking frames
- Long cane/tactile guides
- Orthotics, inserts in shoes
- Prostheses

To access the curriculum, the student may require:

Specialised/modified activities -

- 'Talking Books'/Read-a-Longs during reading activities
- Learning to type on a keyboard rather than learning to write
- Using voice output devices to assist the student to 'speak'/communicate during oral language activities
- Shorter/simpler reading passages - same concept or content
- Oral responses rather than written responses for some activities

Specialised/modified equipment such as -

- Electronic typewriters
- Braille
- Templates/raised line drawing kits for writing/drawing
- Various splints (e.g. hand splints)
- Head pointers
- Writing frames
- Special furniture (angled desk tops, corner chairs etc.)
- CCTV (Closed Circuit TV) and other magnification aids
- Hand held magnifier/s
- Telescope for distance work
- FM Systems (for hearing impaired)
- Captioning (for television/video programs)
- Hearing aids
- Speech processors
- Tape recorder/s

Computers with appropriate software plus peripherals such as -

- Word processors with Spell check
- First Choice
- Mind Reader (predictive word processor)
- First Draft
- Style Writer
- Switches/single switch access (Ke: nx)

Alternative keyboards such as -

- Intellikeys
- Concept keyboard
- Voice output devices (Intellitalk)
- Robotron Eureka- (voice output, Braille keyboard)
- Touch window

Communication aids such as -

- Aided language stimulation boards
- Pictorial symbols (e.g. COMPIC)
- Voice output devices (e.g. Hawk/Macaw)
- Single message device (BIGmack)

- Timetable systems

Alternative formats for materials/books/resources -

- Braille
- Large print
- Audio (talking books)
- Raised/tactile drawings

NOTE

Physical assistance/prompts may be necessary where tasks include:

- Fine motor activities (e.g. writing)
- Mobility (e.g. in drama activities)
- Positioning (e.g. correct posture/seating)

Terms such as 'oral', 'speak', 'ask', 'talk', 'tell', 'say', 'explain', etc., are understood to include all forms of verbal and non-verbal communication such as:

- Auslan
- Signed communication - Signed English, Makaton etc.

The term 'attend to' can be defined as 'paying attention to' or 'giving sensory focus to' (e.g. touch).

Terms such as 'look at', 'listen to', 'watch', can be defined as 'attending to' particularly for vision and/or hearing impaired students.

Students with marked vision impairment may 'visualise' by using other senses (e.g. touch).

Students with marked hearing impairment may 'listen' by using other senses (e.g. feeling vibrations, lip reading).

Outcome Statements Level 1 to Level 3

Listening, Responding and Speaking

Strand Outcome Statements

		<i>The student:</i>
FOS	LRS	There are no Foundation Outcomes for the LOTE learning area since Level 1 is considered to be the first level of achievement for all students.
	F	
LEVEL 1	LRS	Listens to the target language, demonstrating understanding through non-verbal response, repetition, action or response in English.
	1	
LEVEL 2	LRS	Listens to the target language and gives simple, formulaic responses in the target language.
	2	
LEVEL 3	LRS	Listens to longer spoken texts in the target language and responds using predominantly well-rehearsed language.
	3	

Viewing, Reading and Responding

Strand Outcome Statements

		<i>The student:</i>
FOS	VRR	There are no Foundation Outcome Statements for the LOTE learning area, since Level 1 is considered to be the first level of achievement for all students.
	F	

LEVEL 1	VRR	Views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.	
	1		
LEVEL 2	VRR	Views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.	
	2		
LEVEL 3	VRR	Views and reads longer texts and identifies main ideas and some supporting detail.	
	3		

Writing

Strand Outcome Statements

		<i>The student:</i>
FOS	W	There are no Foundation Outcome Statements for the LOTE learning area since Level 1 is considered to be the first level of achievement for all students.
	F	
LEVEL 1	W	Writes or reproduces letters, characters or words from models in the print environment.
	1	
LEVEL 2	W	Writes short texts on well-rehearsed, familiar topics, with teacher support and after practice.
	2	
LEVEL 3	W	Writes own short texts, with guidance in accessing support, demonstrating control of well-rehearsed language patterns and structures within familiar contexts.
	3	

Spreadsheets

Teaching/learning information related to selected Foundation Outcomes
Each strand in the LOTE Education Learning Area has been represented by one spreadsheet that provides information related to a selected Level 1 and 2 Outcome Statements.

One focus skill has been chosen as an example. Learning experiences and teaching strategies have been written for this Focus Skill. The chosen Focus Skill is indicated by (EG).

Information contained in these spreadsheets is given as an example only and may require modification or addition to suit individual needs.

These spreadsheets are provided to give teachers a springboard for developing their own ideas when programming for specific Focus Skills.

Understanding the Spreadsheets

Each spreadsheet contains the following information.

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
Learning Area	Outcome Statement	
STRAND	POINTERS Indicators or signals of the achievement of an outcome. Pointers are only typical examples and are not listed exhaustively. Other pointers could also indicate achievement of the outcome.	LEVEL 1 Outcome Statement

KEY ELEMENTS

These are the main components of the Outcome Statements .

CONSIDERATIONS

Factors which may affect the student's participation and/or progress in achieving the outcome

FOCUS SKILLS

Are 'non-exhaustive' lists of skills which are the focus for teaching outcomes.

INFORMATION

Suggestions for where you may access further information/resources/assistance.

TROUBLE SHOOTING

This provides suggestions of what to do if the student is not progressing towards achieving the Outcome Statements.

LEARNING EXPERIENCES

A range of activities which relate directly to the Outcome Statement.

TEACHING EXAMPLE/STRATEGIES

Examples of strategies/techniques and processes which may be used to teach a specific focus skill. The given example relates to the focus skill with the symbol.

Listening, Responding and Speaking

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
LOTE STRAND Listening, Responding and Speaking	<p>There are no Foundation Outcome Statements for the LOTE learning area as Level 1 is considered to be the first level of achievement for all students.</p> <p>LEVEL 1 OUTCOME STATEMENT LRS1 Students listen to the target language, demonstrating Understanding through non-verbal response, repetition, action or response in English.</p> <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • imitate models of speech from teacher or through use of concept keyboard etc; • attempt to respond verbally or non-verbally; • demonstrate understanding through actions or gestures; • and use environmental cues to assist language use. 	<p>LEVEL 2</p> <p>LRS2 The student listens to the target language and gives simple, formulaic responses in the target language.</p>

KEY ELEMENTS

- Me
- My family

FOCUS SKILLS

Focus Skills for Me

- Using specialised, modified equipment where appropriate
- Greet people
- Introduce self
- Recognise family members

CONSIDERATIONS

Is the student able to articulate or are specialised aids needed?

INFORMATION

Work in progress

TROUBLE SHOOTING

Work in progress

LEARNING EXPERIENCES

- Take part in games
- Draw picture of family using specialised equipment where appropriate

TEACHING EXAMPLE/STRATEGIES

Focus skill: Greeting people

Place a means of communication within student's reach

- Use pictures to show people greeting others and model word for greeting.
- Role play situation where teacher greets students in the LOTE.
- Role play using puppets
- Role play using the telephone

Viewing, Reading and Responding

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
LOTE	There are no Foundation Outcome Statements for the LOTE learning area as Level 1 is considered to be the first level of achievement for all students.	LEVEL 2
STRAND Viewing, Reading and Responding	<p>LEVEL 1 OUTCOME STATEMENT VRR 1 The student views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.</p> <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • associate written symbols with sounds and meaning; • identify letters; • use pictures to guess what words may mean; and • demonstrate understanding of some words through non-verbal means such as clicking on pictures or screen. 	<p>VRR2 The student views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.</p>

KEY ELEMENTS

- Me
- My family

FOCUS SKILLS

Focus Skills for Me

- Using specialised, modified equipment where appropriate
- Recognise language displayed in the classroom
- Recognise familiar words in context

CONSIDERATIONS

- Does the student have a visual impairment?
- Are talking books or other specialised aids needed?

INFORMATION

Work in progress

TROUBLE SHOOTING

Work in progress

LEARNING EXPERIENCES

- Take part in reading a familiar story in the LOTE.
- Match a picture to a part of a story using specialised equipment where appropriate.
- Teacher or children make a class birthday train and children stick names on the appropriate wagon/month.

TEACHING EXAMPLE/STRATEGIES

Focus Skill: Recognising familiar word or words in context

Place a means of communication within student's reach

- Big book reading session. Students listen to story read by teacher or on screen and point to object in picture when name for that object is heard.
- Children use a previously labeled photo of their family and read names for family members .

Writing

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
LOTE STRAND Writing	<p>There are no Foundation Outcome Statements for the LOTE learning area as Level 1 is considered to be the first level of achievement for all students.</p> <p>LEVEL 1 OUTCOME STATEMENT W1 The student writes letters, characters or words from models in the print environment.</p> <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • copy words from models provided; • produce written symbol with the idea of conveying a message; and • trace written symbols. 	<p>LEVEL 2</p> <p>W2 The student writes short texts on well-rehearsed familiar topics, with teacher support and after practice.</p>

KEY ELEMENTS

- Me
- My family

FOCUS SKILLS

Focus Skills for Me

- Using specialised, modified equipment where appropriate
- Write own name on picture of self
- Write or trace number work for age

CONSIDERATIONS

- Does the student have the dexterity to write?
- Are specialised aids needed?

INFORMATION

Work in progress

TROUBLE SHOOTING

Work in progress

LEARNING EXPERIENCES

- Draw a picture of self and write a story or fill in the blanks such as: My name is I am..... years old.
- Make a family tree and label members.

TEACHING EXAMPLE/STRATEGIES

Focus Skill: Writing word or words

Place a means of communication within student's reach

- Have a previously made picture of the student ready or have a photo of the student on paper or on screen
- Encourage student to say, "My name is....." in the LOTE if appropriate and assist student to write this on paper or trace over previously written words.
- Have previously cut out number shapes. Children write number words on each shape. Combine shapes to make a mobile showing the student's age.

Listening and Responding and Speaking

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
<p>LOTE</p> <p>STRAND</p> <p>Listening and Responding and Speaking</p>	<p>There are no Foundation Outcome Statements for the LOTE learning area as Level 1 is considered to be the first level of achievement for all students.</p> <p>LEVEL 2 OUTCOME STATEMENT LRS2 The student listens to the target language and gives simple, formulaic responses in the target language.</p> <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • with support, e.g. teacher, computer, charts, write short sentences on a familiar topic; • use models to create own simple text; and • fill in blanks in a story with familiar words or phrases, at first from a list provided. 	<p>LEVEL 3</p> <p>LRS3 The student listens to longer spoken texts in the target language and responds using predominantly well rehearsed language.</p>

KEY ELEMENTS

How are you ?

FOCUS SKILLS

Focus Skills for "How are you?"

- Using specialised, modified equipment where appropriate
- Ask and respond to simple questions, e.g. ask how someone is feeling

- Follow simple instructions

CONSIDERATIONS

Is the student able to articulate or are specialised aids needed?

INFORMATION

Work in progress

TROUBLE SHOOTING

Work in progress

LEARNING EXPERIENCES

- Games
- Role-play
- Puppets
- Telephone play

TEACHING EXAMPLE/STRATEGIES

Focus skill: Asking someone how they are feeling

Place a means of communication within student's reach

- Teacher role plays a situation in which body part is sore-
- In target language teacher says, "I have a sore"
- Students are asked: 'Do you have a sore"
- Students copy teacher and respond: "have a sore"
- Teach students to ask and answer as above using a second body part.
- Play 'Simon Says' using body parts.
- Introduce other body parts in following lessons.

Viewing, Reading and Responding

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
LOTE STRAND Viewing, Reading and Responding	There are no Foundation Outcome Statements for the LOTE learning area as Level I is considered to be the first level of achievement for all students LEVEL 2 OUTCOME STATEMENT VRR2 The student views and reads simple texts with contextual and teacher support and locates and identifies key words and Specific information. POINTERS This will be evident when students for example: <ul style="list-style-type: none"> • use knowledge of letters and sounds to read familiar words with teacher support; and • Show awareness of sound-symbol relationship by attempting their own reading of some words characters. 	LEVEL 3 VRR3 The student views and reads longer texts and identifies main ideas and some supporting detail.

KEY ELEMENTS

How are you?

FOCUS SKILLS

Focus Skills for "How are you?"

- Using specialised, modified equipment where appropriate
- Express how they feel
- Give information about health

CONSIDERATIONS

- Does the student have a visual impairment?
- Are talking books or other specialised aids needed?

INFORMATION

Work in progress

TROUBLE SHOOTING

Work in progress

LEARNING EXPERIENCES

- Matching pictures with body parts
- Matching pictures of facial expressions with corresponding speech bubbles Read and draw

TEACHING EXAMPLE/STRATEGIES

Reads simple texts and identifies specific items of information.

Place a means of communication within students reach -

- Use pictures of a facial expression and match with corresponding expression written on card. Practice through teacher modeling and repetition. Give students a picture of this expression and ask them to trace over the written expression.
- Introduce another expression in the same way.
- Give students two pictures of learned facial expressions and two paper strips with corresponding expressions.
- Give students two pictures of learned facial expressions and two paper strips with corresponding expressions on them. Students match up correct expression with picture

Writing

AREA	FOUNDATION OUTCOME STATEMENT	STUDENT OUTCOME STATEMENT
LOTE STRAND Writing	<p>There are no Foundation Outcome Statements for the LOTE learning area as Level 1 is considered to be the first level of achievement for all students.</p> <p>LEVEL 2 OUTCOME STATEMENT W2 The student writes short texts on well rehearsed, familiar topics with teacher support and after practice.</p> <p>POINTERS This will be evident when students for example:</p> <ul style="list-style-type: none"> • with support, (e.g. teacher, computer, charts), write short sentences on a familiar topic; • use models to create own simple text; and • fill in blanks in a story with familiar words or phrases, at first from a list provided. 	<p>LEVEL 3</p> <p>W3 The student writes own short texts, with guidance in accessing support, demonstrating control of well rehearsed language patterns and structures within familiar contexts.</p>

KEY ELEMENTS

How are you ?

FOCUS SKILLS

Focus Skills for "How are you?"

- Using specialised, modified equipment where appropriate
- Express themselves in writing through posters, cards, big books etc

CONSIDERATIONS

- Does the student have the dexterity to write?
- Are specialised aids needed ?

INFORMATION

Work in progress

TROUBLE SHOOTING

Work in progress

LEARNING EXPERIENCES

- Making a poster or card.
- Make a page which will be compiled into a big book.
- Make get-well cards.

TEACHING EXAMPLE/STRATEGIES

Making a page to be included in a big book about feelings.

Place a means of communication within student's reach -

- Teacher models expression to describe a feeling e.g., "I have a sore head".
- Children copy teacher's actions.
- Teacher models other known expressions in the same way.
- Expressions are matched with pictures.
- Children draw a picture of how they feel and from a list provided they write in the appropriate caption.
- In subsequent lessons other expressions to describe feelings are introduced and practiced.
- Children select a picture of a person or animal from a magazine and write a caption to describe how the person or animal might feel. These are collated into a big book about 'feelings'.

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