

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels		
			Text structure	Grammatical features	Vocabulary	Phonology		A1, B1, CL, C1	A2, B2, C2	
4	<ul style="list-style-type: none"> Provides an extended detailed story, including attributes of the characters Varies expression and voice to add interest to their story Tells their story with minimal or no teacher prompts Has a sense of audience, 'performs' the story rather than just telling what happened 	<ul style="list-style-type: none"> Manages interaction using appropriate interruptions/turn taking Competent use of social formulas May add humour to their story 'Conversational' fillers to interact – <i>Well ... really ... that was very naughty</i> Relates reasons for the way characters behave 	<ul style="list-style-type: none"> Express quite complex ideas and alternatives, in an extended, structured response Includes more sophisticated elements such as direct speech, naming of characters 	<ul style="list-style-type: none"> Mostly accurate use of past tense to describe events in the story Modals, <i>maybe she</i> Use of range of logical connectives to give reasons – <i>so that, because she thinking that</i> 	<ul style="list-style-type: none"> Wider range of appropriate word choices – <i>buried her bone</i> Use of adjectives – <i>smelly, messy, big black friendly dog</i> 	<ul style="list-style-type: none"> Overall confident pronunciation, some individual issues, word endings or problematic sounds – <i>dey for they</i> Successful use of stress and intonation to carry additional meaning, signal agreement encouragement 	<ul style="list-style-type: none"> Argues for own ideas Self-corrects and reformulate Asks for a correct term Asks questions to clarify Picks up on more precise language from teacher or partner Adopt story telling persona 			
3	<ul style="list-style-type: none"> Provides a recognisable narrative, with attempts to add interest and detail Extended telling of the story Adds more detail when questioned Gives reasons for the events in the story Fluent when talking about well-known ideas and expressing simple new ideas 	<ul style="list-style-type: none"> Obvious story telling elements Tells their story with little prompting or questioning Adds additional elements to create a more interesting story Able to compare, explain, clarify, identify and describe 	<ul style="list-style-type: none"> Longer turns of several extended phrases and sentences Story like structure, including opening phrases and a conclusion Explains and expresses reasons – <i>... she did it because if...</i> 	<ul style="list-style-type: none"> Consistent use of past tense – <i>One day the dog was very dirty ...</i> Sustains a first person retell – <i>My dog was very dirty ...</i> Preposition confusion – <i>on the bath</i> 	<ul style="list-style-type: none"> Adjectives and adverbs for more detail – <i>little girl, hairy dog, very sad</i> Concepts such as <i>size, time, location</i> More specific verbs – <i>wash, dry, shake</i> Confusion with verb tenses – <i>wash/washed, bury/buries</i> 	<ul style="list-style-type: none"> Sounds clear most of the time despite some errors with less well known words Less obvious influence of first language on intonation, stress and rhythm Stress and intonation to reinforce ideas or direct – <i>no not there</i> 	<ul style="list-style-type: none"> Uses circumlocution when lacking specific vocabulary – <i>that thing</i> Uses common social and classroom formulas to facilitate the interaction, – <i>I forgot</i> 			
2	<ul style="list-style-type: none"> Tells a short but connected story Detail adds some interest to the story Less reliant on constant teacher prompting and questions Understands and answers predictable simple questions, but difficulty in answering why/how questions Fluent in using well known and formulaic language, short phrases 	<ul style="list-style-type: none"> Includes some story-like elements in structuring their retell Generally allows the discourse to be managed by the teacher Limited resources for explaining, justifying, suggesting or signalling intention Minimal verbal interaction for clarifying, describing, explaining 	<ul style="list-style-type: none"> Some attempt at story structure, opening phrase, final statement Talk characterised by short sentences and statements – <i>girl wash the dog</i> 	<ul style="list-style-type: none"> Generally use of present tense – <i>the dog is dirty, girl washing,</i> Formulaic phrases – <i>very good, like that, dog very naughty</i> Time markers – <i>next, then, after</i> Use of <i>because</i> to explain Pronoun confusion 	<ul style="list-style-type: none"> Some topic specific language, identifies the key items and people in the story Basic verbs – <i>see/saw, go, take</i> Confusion with prepositions – <i>in/on</i> Basic adjectives – <i>sad, happy, angry</i> 	<ul style="list-style-type: none"> Mostly intelligible pronunciation, particularly with well-known words, phrases Some sounds and words difficult to identify Significant first language influence on stress, rhythm and phonology 	<ul style="list-style-type: none"> Imitates or uses key words or phrases from other speaker – <i>this way what this?</i> Asks for assistance – <i>what this?</i> Borrows key words from the speaker Checks ideas with teacher Improves pronunciation after listening to another speaker 			
1	<ul style="list-style-type: none"> Understands the story telling task Talks about what happens page by page than telling a clear, connected story Minimal story detail or elaboration Relies on highly predictable teacher support, such as prompting, questioning or pointing to the pictures Understands simple predictable questions but may not be able to explain ideas, opinions Short turns, with frequent pauses, requests for prompts or waits for a question 	<ul style="list-style-type: none"> Few narrative or story-like features Talks about the events rather than the motivations in the story May agree with partner or teacher, even when they don't understand Needs guidance and questioning from the teacher to tell the story Few verbal strategies to initiate or maintain interaction May use mime and gesture to signal agreement, misunderstanding, to express an idea Cannot formulate questions beyond simple formulas, or single words 	<ul style="list-style-type: none"> Retells the events but without discernible text structure, such as an opening statement Series of short utterances – <i>wash dog, very dirty, no happy</i> Interaction may be through gestures, facial expression 	<ul style="list-style-type: none"> Understands simple questions – <i>What's the girl doing? Did the dog like his bath? Was that naughty?</i> Formulaic/borrowed phrases – <i>no/yes this, take this, here dog</i> Use of simple present tense – <i>dog clean, girl wash, dog sad</i> 	<ul style="list-style-type: none"> Basic specific vocabulary – <i>dog, water, girl</i> Few verbs – <i>wash,</i> 	<ul style="list-style-type: none"> Generally intelligible, some sounds, words and phrases difficult to identify Marked first language influence on intonation, stress and rhythm May need more than one attempt at pronouncing a new word 	<ul style="list-style-type: none"> Uses key words used by teacher – <i>Is the dog happy? Dog no happy</i> Waits for the teacher to supply an appropriate word or phrase Asks for help – points when needing a word Uses gesture and mime rather than talking – nodding, head shake Relies on the illustrations for prompts 			