

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