

	Communication	Cultural conventions of language use	Linguistic structures and features and intelligibility				Strategies	EAL curriculum levels		
			Text structure	Structures and features	Vocabulary	Phonology		BL/B1 CL/C1	B2/C2	B3/C3
4	<ul style="list-style-type: none"> <li>Retelling includes multiple elements (events, conversations, reasons)</li> <li>Presentation includes multiple elements intended to arouse interest (such as conversations, intonation, rhetorical comment)</li> <li>Fluent presentation, some hesitation when combining elements</li> </ul>	<ul style="list-style-type: none"> <li>Places story in context</li> <li>Eye contact: Gaze constantly moves around audience</li> <li>Use of varied intonation to add interest to story <i>higher</i></li> <li>Uses some longer pauses to add impact to narrative</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed plot and attention to other elements such as character, climax and moral</li> <li>Extensive use of direct speech to place extensive conversation within the narrative</li> <li>Some evaluative comments – <i>We all know that!</i></li> </ul>	<ul style="list-style-type: none"> <li>Accurate use of past tense verbs for many main events in the story</li> <li>Use of simple present, other tenses where appropriate</li> <li>Use of adverbials of time – <i>A long, long time ago, one day, the next day</i></li> <li>Use of conjunctions <i>so</i> to give reasons for events</li> <li>Use of more complex verb phrases, some <i>c</i> – <i>he might need, he politely say.</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses key vocabulary appropriately and draws on wider vocabulary to enrich the story</li> <li>Wider range of adjectives and adverbs – <i>politely, helplessly, a happy little turtle</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear articulation of sounds</li> <li>Uses intonation to make presentation of story interesting</li> <li>Lengthens some words to add stress and emphasis – <i>fly through the sky, Please! Please!</i></li> <li>Varies intonation to mark direct speech</li> <li>Controlled linking of sounds, stress and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Use of rhetorical comment to help progress the story – <i>We all know ..</i></li> <li>Use of repetition for emphasis – <i>'Higher! Higher!'</i></li> </ul>			
3	<ul style="list-style-type: none"> <li>Retelling includes events and conversation</li> <li>Presentation has some elements intended to arouse interest of audience</li> <li>Fluent presentation</li> </ul>	<ul style="list-style-type: none"> <li>Places story in context</li> <li>Eye contact: Gaze constantly moves around audience</li> </ul>	<ul style="list-style-type: none"> <li>Strong elaboration of plot, and some development of other narrative elements, e.g. characters</li> <li>Use of direct speech to place conversations within the narrative</li> </ul>	<ul style="list-style-type: none"> <li>Mostly accurate use of simple past tense for main events of the story – <i>there was, there were, went to</i></li> <li>Some use of adverbials of time to create time frame for events in the story – <i>a long time ago, one day</i></li> <li>Use of conjunctions <i>so</i> to give reasons for events</li> </ul>	<ul style="list-style-type: none"> <li>Uses key vocabulary appropriately</li> <li>Adverbials of time – <i>A long time ago... one day</i></li> <li>Uses adjectives to add details – <i>beautiful, withered</i></li> </ul>	<ul style="list-style-type: none"> <li>Clear articulation of most sounds</li> <li>Some errors in pronunciation of some sounds – <i>ask, withered</i></li> <li>Varies intonation to mark direct speech</li> <li>Connected speech intelligible</li> </ul>	<ul style="list-style-type: none"> <li>Uses rhetorical questions to highlight the moral of the story</li> </ul>			
2	<ul style="list-style-type: none"> <li>Retelling includes events and some conversation</li> <li>Presentation has some elements intended to add interest to the presentation</li> <li>Fluent telling of the story</li> </ul>	<ul style="list-style-type: none"> <li>Provides introduction to story</li> <li>Eye contact: gaze relatively fixed, some movement around audience</li> </ul>	<ul style="list-style-type: none"> <li>Plot is well-developed and connected, some focus on other narrative elements, such as the moral</li> <li>Use of direct speech to place some conversations within the narrative</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple past for significant events in the story – <i>answered back, accepted, woke up</i></li> <li>Use of present tense for direct speech – <i>Who do you think you are?</i></li> <li>Some use of conjunctions to give reasons for events in the story – <i>so</i></li> </ul>	<ul style="list-style-type: none"> <li>Uses key vocabulary appropriately</li> <li>Adverbial expressions of time – <i>Once upon a time, one day, when he woke up</i></li> </ul>	<ul style="list-style-type: none"> <li>Generally intelligible production of sounds,</li> <li>Varies intonation to mark direct speech and give interest</li> </ul>	<ul style="list-style-type: none"> <li>Memorizes significant chunks of the story</li> </ul>			
1	<ul style="list-style-type: none"> <li>Retell includes main events, though not always completely clear,</li> <li>Limited fluency, noticeable pauses and hesitations, sometimes requesting assistance</li> </ul>	<ul style="list-style-type: none"> <li>Introduces story by its name</li> <li>Eye contact: fixed on conversational partner</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the plot, limited development of other narrative elements</li> <li>Dialogue with support of conversational partner</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple present tense to describe the main events of the story</li> <li>Events presented in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Familiar with some key vocabulary</li> <li>Needs assistance in using some key vocabulary – <i>windmills</i></li> </ul>	<ul style="list-style-type: none"> <li>Intelligible production of most sounds</li> <li>Some words hard to identify – <i>knights, camp, adventures</i></li> </ul>	<ul style="list-style-type: none"> <li>Direct requests for assistance – <i>I don't know that in English</i></li> <li>Uses gesture to signal meaning</li> <li>Use of circumlocution – <i>the long one for lance</i></li> </ul>			