

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