

	Communication	Cultural conventions	Linguistic structures and features				Strategies	EAL curriculum levels	
			Text structure	Grammatical features	Vocabulary	Phonology		A1/BL/B1 CL/C1	A2/B2/C2
4	<ul style="list-style-type: none"> Provides a detailed story, including attributes of the characters Varies expression and voice to add interest to their story Tell their story with minimal or no teacher prompts Relates reasons for the way characters behave Provides a story complication or alternative interpretation 	<ul style="list-style-type: none"> Manages interaction using appropriate interruptions/turn taking Competent use of social formulas Justifies, negotiates, predicts, and suggests Agreement, disagreement, humour 'Conversational' fillers to interact – <i>Well ... I have to say ... that was very naughty</i> 	<ul style="list-style-type: none"> Express 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</i> 	<ul style="list-style-type: none"> Concepts such as location, reality Wider range of appropriate word choices 	<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"> Argue for own ideas Self-correct and reformulate Ask for a correct term Ask questions to clarify Pick up on more precise language from teacher or partner 		
3	<ul style="list-style-type: none"> Provides a recognizable narrative, with attempts to add interest and detail Extended telling of the story Discuss the moral 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 more interesting story Able to compare, explain, clarify, identify and describe Monitors others response to what they are saying, and modifies to improve communication 	<ul style="list-style-type: none"> Longer turns of several extended phrases and sentences Story like structure, including opening phrases and a conclusion 	<ul style="list-style-type: none"> Consistent use of past tense – <i>one day the girl was walking</i> Some preposition confusion – <i>on the car</i> Greater variety of terms to explain and express reasons – <i>... she did it because if...</i> 	<ul style="list-style-type: none"> Adjectives and adverbs for more detail – <i>little girl, very cute</i> Concepts such as <i>size, time, location</i> More specific verbs – <i>pick, break, steal, smell</i> Confusion with verb tenses – <i>pick/picked, take/took</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"> Use circumlocution when lacking specific vocabulary – <i>that thing</i> Use common social and classroom formulas to facilitate the interaction, and to gain attention – <i>I forgot, Put that card here?</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 Understand and answers predictable simple questions, but difficulty in answering why/how questions Re-order the cards to tell a different story Fluent in using well known and formulaic language, short phrases 	<ul style="list-style-type: none"> Includes some story-like elements in structuring their story Generally allows the discourse to be managed by the teacher Limited resources for explaining, justifying, suggesting or signalling intention Gestures to convey meaning when doesn't know the words for feelings and ideas Minimal verbal interaction for clarifying, describing, explaining 	<ul style="list-style-type: none"> Talk characterised by short sentences and statements – <i>he looking the car,</i> Rely on teacher prompts and questions 	<ul style="list-style-type: none"> Generally use of present tense – <i>the boy is walking, she take flower, put teddy</i> Formulaic phrases – <i>very good, like that</i> Time markers – <i>next, then</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> 	<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"> Imitate or use key words or phrases from other speaker – <i>this way</i> Ask for assistance – <i>what this?</i> Borrow key words from the speaker – Check ideas with teacher Improve pronunciation after listening to another speaker 		
	<ul style="list-style-type: none"> Understands the story telling task Sequences the pictures Talks about what happens in each picture rather than 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 Provides short turns, with frequent pauses and sometimes extended 'thinking time'. 	<ul style="list-style-type: none"> Few narrative or story-like features 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 Cannot formulate questions beyond simple formulas, or single words 	<ul style="list-style-type: none"> Pauses in interaction, but may not ask for a repeat of the question or for assistance Interaction may be through gestures, facial expression Series of short utterance – <i>smell flower, take teddy</i> 	<ul style="list-style-type: none"> Understand simple questions – <i>What's the girl doing? Did the boy take the teddy? Was that naughty?</i> Formulaic/borrowed phrases – <i>no/yes this, take this, here flower</i> Use of simple present tense – <i>boy walking, see flower</i> Basic time markers – <i>next, and then</i> 	<ul style="list-style-type: none"> Little specific vocabulary – <i>boy, girl, flower</i> Few verbs – <i>take, put down</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"> Use key words used by teacher/partner Wait for the teacher to supply an appropriate word Eye contact, gesture to ask for help Use gesture and mime rather than talking – <i>nodding, head shake, facial expression</i> 		