

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