

3-6 EAL/D Progression by Mode: Speaking

Beginning	Emerging	Developing	Consolidating
<p>Learners at the beginning of this phase communicate using gesture, isolated words and well-known, formulaic expressions. In this phase, they begin to communicate verbally and nonverbally in familiar social and classroom situations.</p>	<p>Learners at the beginning of this phase communicate verbally and nonverbally with some success in familiar situations. In this phase, they communicate with less reliance on formulaic expressions in routine social and classroom situations, attempting to modify their English in response to a range of familiar classroom and social purposes.</p>	<p>Learners at the beginning of this phase communicate and learn through English in predictable social and learning situations. In this phase, they develop independence in selecting and using a small range of English features, while still relying on others to restate or suggest vocabulary and sentence structure.</p>	<p>Learners at the beginning of this phase communicate effectively in most situations. In this phase, they begin to communicate confidently with peers and familiar adults in informal contexts, use appropriate registers for different situations and functions, and an appropriate register when speaking to adults.</p>
<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> sometimes join in oral activities involving songs and rhymes <input type="checkbox"/> begin to express needs and respond to simple directions and questions using single words or nonverbal responses such as shrugs <input type="checkbox"/> distinguish between spoken English and first language/ dialect <input type="checkbox"/> use a limited range of concrete home and school vocabulary that is high frequency <input type="checkbox"/> exhibit beginning understanding of word order in simple phrases and sentences <input type="checkbox"/> pronounce some English words and phrases so that they can be understood <input type="checkbox"/> Watch, listen, imitate and repeat words and phrases, and rely on the English speaker to support and interpret their utterances. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use formulas, well-rehearsed and common sentence patterns, and short, simple telegraphic utterances to make basic requests, express basic needs and to contribute some relatively complex ideas, usually about concrete subject matter <input type="checkbox"/> use speaking behaviours from first language to communicate and predict meaning of some unfamiliar spoken texts by using their first language culture and personal experiences <input type="checkbox"/> use vocabulary that is mainly everyday, but begin to use some technical vocabulary when talking about topics more technically (eg animals, weather) <input type="checkbox"/> use utterances with varying degrees of grammatical accuracy <input type="checkbox"/> demonstrate limited control of primary tenses (past, present, future), simple linking conjunctions (and, but) and a small range of pronouns <input type="checkbox"/> use comprehensible pronunciation and attempt to approximate English stress and intonation <input type="checkbox"/> rely on an attentive interlocutor who is prepared to fill in gaps and predict meaning <input type="checkbox"/> make use, when available, of first language speakers to provide words, clarification and translation <input type="checkbox"/> Imitate oral language conventions, such as taking turns and speaking at a volume suited to the situation. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> initiate and participate in casual exchanges with English-speaking peers, and contribute information and express ideas in group tasks and classroom discussions using politeness conventions <input type="checkbox"/> recount news (giving details involving where, when, who and what in a time sequence) and can give a short prepared talk on a familiar topic <input type="checkbox"/> use an expanding range of common, everyday vocabulary with confidence and a limited range of technical vocabulary for operating in the curriculum <input type="checkbox"/> begin to use some colloquial language <input type="checkbox"/> use basic English features including intonation, and combine and manipulate learned speech patterns, although errors are still apparent (eg I don't know where is it) <input type="checkbox"/> identify and describe people, places and things using simple vocabulary, and use basic time markers, common prepositions, some common contractions and simple negative forms <input type="checkbox"/> choose linking conjunctions (eg and, then, but, or, so) to form compound sentences and a small range of conjunctions (eg because, when, before, after) to form complex sentences <input type="checkbox"/> use pronunciation that increasingly approximates the English they hear around them, discarding first language features in their pronunciation <input type="checkbox"/> speak with greater fluency and fewer hesitations, structuring utterances through appropriate word order <input type="checkbox"/> use SAE dictionaries <input type="checkbox"/> Rehearse oral productions. 	<p>Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> choose between ways of expressing statements, questions, offers and commands, and use them accurately <input type="checkbox"/> prepare and present talks to an audience, construct brief oral arguments and can take on the role of welcoming, introducing or thanking a visiting speaker <input type="checkbox"/> experiment with how meanings are varied by changing volume, intonation and emphasis when speaking and reading aloud <input type="checkbox"/> enter and exit conversations using less formulaic initiating and closing moves <input type="checkbox"/> negotiate and participate successfully in group work <input type="checkbox"/> seek information by using a range of questions with varying degrees of accuracy <input type="checkbox"/> use a growing range of everyday and specialist vocabulary in all learning areas (eg subtract, calculate), and can identify multiple meanings of many familiar words (eg a space between words, outer space) <input type="checkbox"/> Reproduce a range of colloquialisms and idioms with confidence (eg who do you go for?) <input type="checkbox"/> use phrases of time and place to expand information, longer noun groups to expand descriptions, conjunctions to construct compound and complex sentences, and a small range of linking elements such as pronoun reference across sentences (eg My mum has a new computer. It's a ...) <input type="checkbox"/> Rephrase difficult vocabulary or structures.

Based on Australian Curriculum, Assessment and Reporting Authority (ACARA) materials