7-10 EAL/D Progression by Mode: Speaking

Beginning	Emerging	Developing	Consolidating
Learners at the beginning of this phase attempt to communicate using a mixture of nonverbal and first language utterances, and some common isolated words and formulaic expressions. Towards the end of this phase, they begin to communicate simply in basic learnt English expressions in a limited range of familiar social and classroom contexts.	Learners at the beginning of this phase communicate simply in a variety of familiar classroom contexts. In this phase, they begin to use simple but effective strategies for initiating communication, negotiating meaning and communicating in a range of familiar and some academic contexts. They may appear to make more errors as they start to create their own sentences rather than repeating formulaic expressions.	Learners at the beginning of this phase communicate effectively in the classroom, but not in all academic contexts. In this phase, they participate in, maintain and can achieve in most oral activities required by the teacher.	Learners at the beginning of this phase communicate confidently and effectively in most situations, although some first language influence may still be evident in nonverbal communication. As they near the end of this phase, they express themselves fluently in a range of situations and effectively use communication strategies to interact purposefully.
Students: ☐ initiate and respond to simple statements in familiar contexts, such as everyday greetings ☐ distinguish between spoken English and first language/dialect ☐ make tentative attempts at polite request forms and often use statements instead of polite requests, which may be perceived as rudeness but indicate, instead, a lack of cultural knowledge ☐ use common vocabulary and simple grammatical patterns with variable accuracy to achieve their immediate communicative needs ☐ pronounce words clearly enough for understanding ☐ imitate and repeat words and phrases, and rely on a supportive interlocutor.	Students: ☐ elaborate on some ideas in coherent speech by using standard expressions to discuss views and attitudes ☐ give short, prepared formal spoken reports, but questions directed to them during or after the presentation may present difficulties ☐ may show evidence of home language background knowledge in verbal and nonverbal communication ☐ experiment with simple grammatical forms, conjunctions and pronouns with varying success ☐ use comprehensible pronunciation and develop an awareness of English stress and intonation, although this is not always reproduced accurately ☐ may seek to extend oral skills in English through experimentation with new vocabulary (which can be seen in obvious errors), or else they will communicate effectively by avoiding complex language forms and vocabulary, rather than attempting to develop these.	Students: ☐ ask questions and respond successfully in a wide range of social and some academic contexts, using politeness conventions ☐ give and justify opinions if given a supportive environment ☐ participate successfully in group discussions and tutorials, using communicative strategies (eg entering the conversation) correctly, provided that this is on a familiar topic ☐ demonstrate an awareness and growing control of register in the creation of their spoken texts ☐ use appropriate nonverbal language in most familiar contexts ☐ moderate their pronunciation, pace and emphasis so that they are understood in most situations, and accent rarely impedes communication ☐ use a growing range of technical vocabulary and begin to use some imagery and colloquialisms ☐ plan and rehearse more formal spoken to improve fluency and accuracy of oral language ☐ can be understood in most contexts.	Students: ☐ use spoken language effectively and mostly correctly, showing an understanding of pause, stress, rhythm and intonation, and how these can convey values, perspectives and feelings ☐ show good control of a wide range of registers and some idiomatic and colloquial expressions ☐ express thoughts and feelings by using allusions and making jokes ☐ speak clearly and pronounce most sounds correctly ☐ take part in extended discourse fluently and spontaneously on a range of topics, showing their versatility of expression ☐ 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 angle in English and angle in mathematics) ☐ negotiate and participate successfully in group work ☐ use paraphrase to cover gaps in vocabulary or structural knowledge.

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