Name	Jack		Date	Feb 2010	June 2010			
			Best fit stage	Foundation	Stage 1			

The oral language matrix: output/speaking

	Interpersonal context	Content	Delivery	Non-verbal responses	Language structures
			The learner may		
Foundation Stage	– respond in face-to-face social or curriculum contexts – respond with a mixture of their first language and English – participate in limited interactions in pair, small-group, and whole-class contexts	– say a few words in English – give a formulaic but appropriate response – use a gesture or facial expression to indicate ... or don't understand – ... give an inappropriate response	– not respond at all, or may pause for a long time before responding – have pronunciation that is strongly influenced by their first language	– respond with a relevant action, gesture, or facial expression – respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence	– say single words – echo **phrases** that they hear – respond in their first language
Stage 1	– respond with a mixture of their first language and English – participate in limited interactions in pair, small-group, and whole-class contexts	– retell the main ideas or messages from their reading or listening and present one or two ideas – use a gesture, facial expression, or phrase to indicate that they do or don't understand – ... communication (e.g., by making requests ... comments or offering information)	– pause and hesitate when speaking – make some distinctions between minimal pairs in English (e.g. "pin" and "bin"," ship" and "sheep") – have pronunciation that shows features of their first language	– follow an instruction or complete a task – respond with silence, which may indicate respect for the speaker, a lack of comprehension, or a lack of confidence	– use mostly high-frequency words and leave out structural words – use non-standard vocabulary and sentence structures – use the subject–verb–object structure if they have had a chance to plan what they are going to say
Stage 2	– respond in an appropriate or relevant way for the audience and the purpose for communicating – participate in different interactive group situations, such as pairs, groups, and whole class discussions – use English confidently and appropriately in a range of situations	– ask questions, give instructions, negotiate disagreements, buy something in a shop, arrange appointments, or explain a problem	– use a larger vocabulary and give detailed responses – speak fluently, with occasional pauses and hesitation – pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language – make distinctions between minimal pairs in English (e.g. "pin" and "bin"," ship" and "sheep")	– begin to make use of non-verbal features of the English language	– include structural vocabulary to produce fairly coherent and accurate standard English – rely less on formulaic chunks and use more independently generated language structures
Stage 3	– respond in a way that is appropriate or relevant for the audience and the purpose for communicating – choose appropriate vocabulary (e.g. making distinctions between technical, formal, and informal vocabulary) – speak in a variety of contexts	– take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously – use language devices (e.g. puns and irony) appropriately for effect	– pronounce words so that the listener can usually understand them easily (although depending on the speaker's age and other factors, their pronunciation may retain some features of their first language)	– consciously choose non-verbal features of the English language to use in their own communication	– use increasingly varied and complex language structures in standard English, with few inaccuracies – use features of natural spoken language (e.g. saying "coming" instead of "I am coming")
Stage 4	– choose appropriate language for different audiences, purposes, contexts, and effects (e.g., making distinctions between formal and informal contexts)	– take turns, initiate conversations, and talk for a long time, both when they have had time to plan what they will say and when they speak spontaneously – use sophisticated language devices such as irony, satire, and euphemisms appropriately for effect	– pronounce words clearly and speak accurately and fluently	– use non-verbal features of spoken language, such as pauses, changes in pitch or volume, and gestures for effect	– use increasingly varied and complex standard English language structures, with few inaccuracies

Callout (Foundation Stage): No whole-class interaction.

Callout (Stage 1): Whole class occasionally