Teacher: So you might want to start with once upon a time.
Phuong: It was all ..........
Teacher: Where’s she going, do you know? Can you tell me that part?
Phuong: ..... house.
Teacher: That’s right. So you have to say she was...
Phuong: She was going Grandma’s house.
Teacher: Okay and on the way can you tell me that part?
Phuong: Wolf.
Teacher: And the wolf asked her a question. What did he ask her?
Phuong: Pick some flower?
Teacher: And what did the wolf do?
Phuong: Go Grandma’s house.
Teacher: Yes, that’s right and what happened when Little Red Riding Hood got to Grandma’s house?
Phuong: Wolf.
Teacher: Remember what she said to the wolf because she thought the wolf was Grandma.
What big ... 
Phuong: What big ear.
Teacher: That’s right. What big ...
Phuong: (points to his eyes)
Teacher: Excellent and what big ...
Phuong: Teeth.
Teacher: And then what did the wolf do?
Phuong: Eat.
Teacher: Who?
Phuong: Eat.
Teacher: And who came along next? Can you remember his name? He is the
Phuong: ... (no response)
Teacher: And who came?
Phuong: (Selects the woodcutter magnetic figure)
Teacher: Lived happily ever after didn’t they? Excellent.
That’s a pretty hard story to tell, isn’t it? You did really well because you remembered all the parts.
### ESL Scope and Scales Moderated Evidence: Early Years Band

#### Evidence for Scaling

**PHOUNG: ORAL NARRATIVE RETELL (INTERVIEW)**

<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
</table>
| **Genre:**  
Language for achieving different purposes | level of scaffolding  
schematic structure  
organises the text:  
• conjunctions: *First, Next, Then*  
• phrases of time, place: *Yesterday, At church*  
• topic words: *Snakes, Food*  
• action verbs (procedures): *Cut*  
• initiate and close interactions: gestures, *formulaic expressions*  
• ask and answer questions  
• participate in song, rhyme, chorus, reading  
builds cohesion:  
• reference items: *my, they, him, this, there, the*  
• vocabulary patterns:  
  - synonyms / antonyms  
  - words that go together: *catch cold*  
  - composition (whole-part): *elephant - trunk, tusks, ears, tail, skin*  
• conjunctions to join sentences: *First, Then, Next*  
joins clauses to expand information:  
• linking conjunctions: *and, then, but, or, so*  
• binding conjunctions: *because, after, when, so / so that*  
  | *retold in a one to one setting with teacher using magnetic characters after having heard the story several times*  
  | *text is structured by teacher questions*  
  | *ask and answer: responds to teacher’s question about the fairytale, “Little Red Riding Hood”*  
  | *reference: uses it, she*  
| **Field:**  
Language for expressing ideas and experiences | noun groups:  
• numbers, describers, classifiers, qualifiers: *David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall*  
comparatives:  
• *funnier, slower, more beautiful, best*  
nominalisations:  
• *turn, chance, height*  
verbs:  
• action: *run, throw, cry*  
• mental (sensing): *know, think*  
• saying: *said*  
• relational: *are, became, has*  
• verbal groups: *wants to play, tried pushing*  
• phrasal verbs: *look it up*  
circumstances and clauses:  
• *when: on Sunday, when we arrived*  
• *where: at the beach*  
• *how: slowly, by car*  
• *with whom / what: with my sister, with my dog*  
• *why: to play, because it is late, if you are late*  
technical vocabulary:  
• *battery, rotate, sunset*  
direct and reported speech:  
• *direct: She said, “I am going home.”*  
• *reported: She said she was going home.*  
  | *house, Grandma’s house, wolf, some flower, what big ear (ears), eyes, teeth*  
  | *action: going, pick, eat*  
  | *relational: was*  
  | *where: (to) Grandma’s house*  

Page 2
### Evidence for Scaling

**PHOUNG: ORAL NARRATIVE RETELL (INTERVIEW)**

<table>
<thead>
<tr>
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<th>Examples of evidence demonstrated by student</th>
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</thead>
</table>
| **Tenor:** Language for interacting with others | speech functions:  
- statements, questions, offers, commands | responds to teachers questions using non-verbals, single words and key words | 2 |
|          | modality:  
- certainty: think, could, can  
- obligation: could, must | feelings, attitudes: what big ear  
names: Grandma | |
|          | interpersonal meaning:  
- feelings, attitudes: It's beautiful, I like you, very  
- idioms, humour  
- names to refer to people | very softly spoken, with fairly clear pronunciation | |
|          | verbal elements:  
- volume, pace, word stress, tone, pronunciation, and other sound patterns | responds to some questions nonverbally, points to his eyes, and selects appropriate magnetic figure | |
|          | non verbal elements:  
- body language, eye contact, physical response | | |
| **Mode:** Language for creating spoken and written texts | tense:  
- primary: past, present, future  
- secondary: other tenses eg was sleeping, wanted to go | primary  
- past: was  
- present instead of past: pick, go, eat | 2 |
|          | foregrounding:  
- non-human elements: The beach  
- phrases of time, place: At the beach, On TV  
- human elements: We  
- action verbs: Draw  
- interpersonal elements: Good morning | secondary  
- accurate: was going | |
|          | multimedia / multimodal:  
- links between gestures, visual images, physical objects, spoken and written text | as teacher’s questions are required to heavily structure and scaffold text and student responses are limited, it is not appropriate to comment on foregrounding | |
|          | | uses gesture and physical objects to make meanings beyond his language resources | |
Teacher: I just want to show you some funny cards. Have a look at this one.
Phuong: What's that?
Teacher: You tell me. What's he got on his head? Is that a hat?
Phuong: (Shakes head)
Teacher: No, it's not is it? What's it for?
Phuong: Cooking.
Teacher: Yes, it is. Why do you think he has that on his head?
Phuong: ... hat.
Teacher: He thinks it's a hat? Okay. Do you like to have your hair cut?
Phuong: (Nods)
Teacher: You've just had your hair cut, didn't you? Did you get your hair cut like this? Can you tell me what's happening there? Mum's cutting the hair. What's she using? Are they the right thing for cutting hair? Is that what you get your hair cut with?
Phuong: (Shakes head)
Teacher: No? What are they for?
Phuong: Cutting the grass.
Teacher: That's right. Isn't that silly? The hair cut would be horrible, wouldn't it? Do you like to watch television?
Phuong: (Nods)
Teacher: You do? Do you like this television? What do you think of that?
Phuong: Upside down.
Teacher: It is upside down, isn't it? Do you watch that one?
Phuong: (Shakes head)
Teacher: Why not? You could stand on your head. Okay. Last one. What do you think of this one?
Phuong: (Points to shoes in fridge)
Teacher: Where?
Phuong: There.
Teacher: In where? What's that called, do you know?
Phuong: (No response)
Teacher: It's called the fridge.
Phuong: Fridge.
Teacher: Shoes in the fridge. Is that where you keep your shoes at home?
Phuong: No.
Teacher: No? Where do you keep your shoes?
Phuong: ... room.
Teacher: In your bedroom? ...in the cupboard? ...outside? ...on the verandah?
Phuong: Yes.
Teacher: Do you take them off before you go inside the house?
Phuong: Yes.
Teacher: Lots of people do that. Keeps your house nice and clean, doesn't it? Yes. Okay.
### Evidence for Scaling

**PHOUNG: ORAL PERSONAL RESPONSE (INTERVIEW)**

<table>
<thead>
<tr>
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<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
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</tr>
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</table>
| **Genre:** Language for achieving different purposes | level of scaffolding schematic structure organises the text:  
- conjunctions: First, Next, Then  
- phrases of time, place: Yesterday, At church  
- topic words: Snakes, Food  
- action verbs (procedures): Cut  
- initiate and close interactions: gestures, formulaic expressions  
- ask and answer questions  
- participate in song, rhyme, chorus, reading builds cohesion:  
- reference items: my, they, him, this, there, the vocabulary patterns:  
  - synonyms / antonyms  
  - words that go together: catch cold  
  - composition (whole-part): elephant - trunk, tusks, ears, tail, skin  
- conjunctions to join sentences: First, Then, Next joins clauses to expand information:  
- linking conjunctions: and, then, but, or, so  
- binding conjunctions: because, after, when, so / so that | • responses are scaffolded by teacher questions and visual stimuli in a one to one setting  
• ask and answer: asks one question and responds to teacher’s question about pictures  
• reference: uses the, there, that; understands: this one, that, you, your, they, that one | 2 |
| **Field:** Language for expressing ideas and experiences | noun groups:  
- numbers, describers, classifiers, qualifiers: David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall  
comparatives:  
- funnier, slower, more beautiful, best  
nominalisations:  
- turn, chance, height  
verbs:  
- action: run, throw, cry  
- mental (sensing): know, think  
- saying: said  
- relational: are, became, has  
- verbal groups: wants to play, tried pushing  
- phrasal verbs: look it up circumstances and clauses:  
- when: on Sunday, when we arrived  
- where: at the beach  
- how: slowly, by car  
- with whom / what: with my sister, with my dog  
- why: to play, because it is late, if you are late  
technical vocabulary:  
- battery, rotate, sunset  
direct and reported speech:  
- direct: She said, “I am going home.”  
- reported: She said she was going home. | • hat, the grass, fridge, room  
• where: (in the) room  
• why: (for) cooking, (for) cutting the grass | 2 |
### Evidence for Scaling

**PHOUNG: ORAL PERSONAL RESPONSE (INTERVIEW)**

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td><strong>Tenor:</strong> Language for interacting with others</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>speech functions:</td>
<td>• statements, questions, offers, commands</td>
<td>• asks one formulaic question, ‘What’s that?’ and responds to teachers questions using non-verbals, single words and key word responses</td>
<td></td>
</tr>
<tr>
<td>modality:</td>
<td>• certainty: think, could, can</td>
<td>• very softly spoken with fairly clear pronunciation</td>
<td></td>
</tr>
<tr>
<td>interpersonal meaning:</td>
<td>• obligation: could, must</td>
<td>• nods or shakes head for most ‘Yes’ or ‘No’ answers and points to picture for one response</td>
<td></td>
</tr>
<tr>
<td>verbal elements:</td>
<td>• feelings, attitudes: It’s beautiful, I like you, very</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non verbal elements:</td>
<td>• idioms, humour</td>
<td></td>
<td></td>
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<tr>
<td>names to refer to people</td>
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<td></td>
<td>• volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
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</tr>
<tr>
<td><strong>Mode:</strong> Language for creating spoken and written texts</td>
<td>foregrounding:</td>
<td>• as teacher’s questions are required to heavily structure and scaffold text and student responses are limited, it is not appropriate to comment on foregrounding</td>
<td>2</td>
</tr>
<tr>
<td>non-human elements: The beach</td>
<td>• phrases of time, place: At the beach, On TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>human elements: We</td>
<td>• action verbs: Draw</td>
<td></td>
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</tr>
<tr>
<td>interpersonal elements: Good morning</td>
<td>• as teacher’s questions are required to heavily structure and scaffold text and student responses are limited, it is not appropriate to comment on foregrounding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tense:</td>
<td>• primary: past, present, future</td>
<td>• no verbs are used</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• secondary: other tenses eg was sleeping, wanted to go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>multimedia / multimodal:</td>
<td>• links between gestures, visual images, physical objects, spoken and written text</td>
<td>• often relies on gesture and visual image to make response</td>
<td></td>
</tr>
</tbody>
</table>
ESL Scales Commentary

Scale 2

Phoung’s texts provide evidence contributing mostly to Scale 2. At the end of Year 2 a student progressing towards the SACSA Standards should be working around Scale 6.

<table>
<thead>
<tr>
<th>Text in Context</th>
<th>Language</th>
<th>Key Teaching Points</th>
</tr>
</thead>
</table>
| **Genre:**  
**Outcome 2.1**  
*Interacts in highly routine spoken exchanges and responds.* | • Demonstrates understanding of some of the main ideas in a simple story read aloud with clear tone and intonation, with a great deal of repetition, and clear illustrations  
Answers teacher questions about the main characters and events in a story heard many times.  
• Participates in basic, highly formulaic spoken exchanges, depending to a large extent on memorising segments  
Participates in one to one interactions with teachers, where many responses are nonverbal, yes/no or taken from the story. | • Responds in basic spoken exchanges involving two or three turns  
Attempts to initiate retell and asks a question at beginning of interview. Responds to questions in a limited way. Uses nonverbal response or no response to indicate a wish to close.  
• Uses one or two examples of pronoun reference: it, she, there, that | Practise formulaic spoken exchanges such as greetings, that have repeated and memorisable items and structures through games and role play.  
(Scale 2)  
Teach formulaic ways to initiate and close interactions.  
(Scale 3)  
Provide opportunities to increase range of pronouns: I, he, me, my, you, here.  
(Scale 3) |
| **Field:**  
**Outcome 2.2**  
*Understands and uses a strictly limited range of vocabulary and grammatical items, constructing personally relevant fields.* | • Uses vocabulary that is mainly commonsense and everyday but chooses isolated concrete technical words crucial to successful orientation to the school and community  
Uses vocabulary related to home and clothing and some technical words ‘wolf’ and ‘pick flowers’.  
• Understands a small range of vocabulary expressing immediate interests or needs in orientation to the school and community  
- common noun groups: Grandma’s house, some flowers, the grass  
- common actions: go, eat  
• Understands very basic phrases of location: on his head, at home, inside the house  
• Uses most basic grammatical items  
- articles: the  
- personal pronouns: it, she | Continue to build everyday vocabulary for naming things and actions crucial to school and community.  
(Scale 2)  
Introduce a basic range of phrases of location: on the table, outside, inside, in the box and provide activities which encourage use of these.  
(Scales 2 and 3)  
Expand vocabulary by exploring how to classify and describe according to size: very small, small, big, very big, huge.  
(Scale 3) |
## ESL Scales Commentary

### Scale 2

<table>
<thead>
<tr>
<th>Tenor: <strong>Outcome 2.3</strong></th>
<th>Language</th>
<th>Key Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates appropriately in basic, routine spoken exchanges</td>
<td>Responds appropriately to tone of voice and when key words are stressed in context</td>
<td>Introduce formulaic expressions and exchanges that have repeated and memorable items and structures through games and role play: Bye, See ya, Ta, Sorry, Thank you, Yes please, Yep, Morning, Good morning. (Scales 2 and 3)</td>
</tr>
<tr>
<td>Participates appropriately responding to teacher questions in a one to one interaction</td>
<td></td>
<td>Introduce a limited range of evaluative vocabulary to express feelings and attitude: nice. (Scale 3)</td>
</tr>
<tr>
<td>Has a basic understanding of the grammar of statements, questions, offers and commands and expresses them in basic ways, often using the key word only and relying on stress and gesture</td>
<td>Has comprehensible pronunciation though speaks very quietly.</td>
<td></td>
</tr>
<tr>
<td>Asks one question. Constructs a basic statement when prompted and scaffolded by teacher ‘She was going Grandma’s house.’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to other teacher questions with single words, key words or non-verbally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chooses the most common formulaic expressions at major stages of an exchange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates interaction with a formulaic question: ‘What’s that?’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronounces most frequently used words and phrases comprehensibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects magnetic figure to communicate ‘The woodcutter came.’ Points to shoes which are inside a refrigerator to express what is wrong with the picture.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode: <strong>Outcome 2.4</strong></th>
<th>Language</th>
<th>Key Teaching Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructs a strictly limited range of spoken texts located in the immediate context (face-to-face interactions usually accompanying some action).</td>
<td>Uses visual images and gestures to convey more complex meanings</td>
<td>Provide opportunities to use visual images representing a simple sequence or related activities or objects to support the student use more language in simple repetitive sentence structures such as: The cat is on the box. The cat is in the box. (Scale 2)</td>
</tr>
<tr>
<td></td>
<td>Selects magnetic figure to communicate ‘The woodcutter came.’ Points to shoes which are inside a refrigerator to express what is wrong with the picture.</td>
<td>Practise the use of simple past tense in simple sentences relating to familiar contexts. Student could sequence pictures of an activity they have participated in and name the actions. This could be extended to practice simple repetitive sentence structures such as: I went to school. I got my book. I put it on the table. (Scales 3 and 4)</td>
</tr>
<tr>
<td></td>
<td>Relies often on gestures to convey more complex meanings in speech in immediate contexts</td>
<td></td>
</tr>
</tbody>
</table>