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.
<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 | 2 |
| **Field:**  
Language for expressing ideas and experiences | noun groups:  
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 | 2 |
### Evidence for Scaling

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

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<tr>
<td><strong>Tenor:</strong> Language for interacting with others</td>
<td>speech functions: • statements, questions, offers, commands</td>
<td>responds to teachers questions using non-verbals, single words and key words</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>modality: • certainty: think, could, can • obligation: could, must</td>
<td>feelings, attitudes: what big ear</td>
<td></td>
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<tr>
<td></td>
<td>interpersonal meaning: • feelings, attitudes: It's beautiful, I like you, very</td>
<td>names: Grandma</td>
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<tr>
<td></td>
<td>• idioms, humour • names to refer to people</td>
<td>very softly spoken, with fairly clear pronunciation</td>
<td></td>
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<td></td>
<td>verbal elements: • volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
<td>responds to some questions nonverbally, points to his eyes, and selects appropriate magnetic figure</td>
<td></td>
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<td>non verbal elements: • body language, eye contact, physical response</td>
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<td><strong>Mode:</strong> Language for creating spoken and written texts</td>
<td>tense: • primary: past, present, future • secondary: other tenses eg was sleeping, wanted to go</td>
<td>primary • past: was • present instead of past: pick, go, eat</td>
<td>2</td>
</tr>
<tr>
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<td>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</td>
<td>secondary • accurate: was going</td>
<td></td>
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<td>multimedia / multimodal: • links between gestures, visual images, physical objects, spoken and written text</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>
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<td>uses gesture and physical objects to make meanings beyond his language resources</td>
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