### SARA: ORAL PERSONAL RECOUNT (MORNING TALK)

**Morning Talk**

| Sara:          | Good morning, good morning everyone. |
| Children:     | Good morning Sara.                   |
| Sara:          | My mum buy for me a gun              |
| Teacher:      | A gun? What do you do with that?     |
| Sara:          | and Barbie and car.                  |
| Teacher:      | Whoo! Do you enjoy playing with those? |
| Sara:          | *nods (goes and sits down)*          |

**Year Level: Reception**

Teacher’s comment: Student stood at the front of the class. Some difficulties with pronunciation.
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<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
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</table>
| **Genre:**  
Language for achieving different purposes | level of scaffolding | • stands at the front of the class, initiates talk modelled on morning talks of other students, requires teacher’s question to provide evaluation | 2 |
| | schematic structure | • greeting, brief information, ignores first question but responds non-verbally to the second, closes exchange by sitting down | |
| | 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 | • initiate and close: begins with formulaic expression Good morning, everyone and closes with gesture and action (nods and sits down)  
• ask and answer: does not respond to first question but responds to the second with a nod | |
| | 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, Next, Then | • reference: uses everyone, my, me; possibly understands those | |
| | joins clauses to expand information:  
- linking conjunctions: and, then, but, or, so  
- binding conjunctions: because, after, when, so / so that | • linking: and | |
| **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 | • my mum, a gun, Barbie, car | 1 / 2 |
| | comparatives:  
- funnier, slower, more beautiful, best | • action: buy  
• verbal groups: possibly understands enjoy playing | |
| | nominalisations:  
- turn, chance, height | • why: for me | |
| | 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 | • technical vocabulary:  
- battery, rotate, sunset  
• direct and reported speech:  
- direct: She said, "I am going home."  
- reported: She said she was going home. | |
| | 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 | • gun, Barbie | |
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<td><strong>Tenor:</strong> Language for interacting with others</td>
<td>- speech functions: statements, questions, offers, commands</td>
<td>- statement expressed in a simple sentence with a series of keywords, responds appropriately to one question (with a gesture) but ignores others</td>
<td>2 / 3</td>
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<td>- modality: certainty: think, could, can</td>
<td>- names: everyone, my mum</td>
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<td>- obligation: could, must</td>
<td>- some difficulties with pronunciation</td>
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<td>- interpersonal meaning: feelings, attitudes: It's beautiful, I like you, very idioms, humour names to refer to people</td>
<td>- stands at the front of the class, responds appropriately to a question with a nod, sits down to close exchange</td>
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<td>- verbal elements: volume, pace, word stress, tone, pronunciation, and other sound patterns</td>
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<td>- non verbal elements: body language, eye contact, physical response</td>
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<tr>
<td><strong>Mode:</strong> Language for creating spoken and written texts</td>
<td>- tenses: primary: past, present, future secondary: other tenses eg was sleeping, wanted to go</td>
<td>- primary - present instead of past: buy</td>
<td>2</td>
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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>- human: My mum</td>
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<td>- multimedia / multimodal: links between gestures, visual images, physical objects, spoken and written text</td>
<td>- interpersonal: Good morning everyone</td>
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ESL Scope and Scales Moderated Evidence: Early Years Band

ESL Scales Commentary

Scale 2

Sara’s text provides evidence contributing mostly to Scale 2. At the end of Reception a student progressing towards the SACSA Standards should be working around Scale 4.

<table>
<thead>
<tr>
<th>Text in Context</th>
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<th>Key Teaching Points</th>
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<tr>
<td><strong>Genre:</strong>&lt;br&gt;<strong>Outcome 2.1</strong>&lt;br&gt;Interacts in highly routine spoken exchanges and responds.</td>
<td>• Participates in basic, highly formulaic spoken exchanges, depending to a large extent on memorising segments. Participates in a morning talk using formulaic greeting and memorised names of what was bought.</td>
<td>Practise formulaic spoken exchanges that have repeated and memorisable items and structures through games and role play. (Scale 2)</td>
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<td><strong>Field:</strong>&lt;br&gt;<strong>Outcome 2.2</strong>&lt;br&gt;Understands and uses a strictly limited range of vocabulary and grammatical items, constructing personally relevant fields.</td>
<td>• 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 including technical words ‘gun’ and ‘Barbie’ related to family and shopping.</td>
<td>Introduce a basic range of phrases of location: on the table, outside, inside, in the box. (Scales 2 and 3)</td>
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<td>• Identifies basic personal details when written or said aloud. Probably recognises own name in children’s greeting.</td>
<td>Expand vocabulary by exploring how to classify and describe according to size: very small, small, big, very big, huge. (Scale 3)</td>
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<td>• Understands a small range of vocabulary expressing immediate interests or needs in orientation to the school and community.</td>
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<td>- common noun groups: my mum, a gun, Barbie, car</td>
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<td>- common actions: buy</td>
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<td>• Uses most basic grammatical items</td>
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<td>- articles: a</td>
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<td>- prepositions: for</td>
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<td>- personal pronouns: my</td>
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## Scale 2

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| **Tenor:**  
**Outcome 2.3**  
Participates with limited accuracy yet appropriately in a strictly limited range of familiar, highly supportive contexts.  
Participates in morning talk in accordance with class routine.  
- Participates appropriately in group activities and classroom routines  
- Participates appropriately in basic, routine spoken exchanges  
| • Responds appropriately to tone of voice and when key words are stressed in context  
Nods appropriately to “Who! Do you enjoy playing with those?”  
• Responds to and gains attention of teacher or peers in generally socially appropriate ways  
- non-verbal ways  
- uses people’s names  
Comes to front of class, nods in response to teacher for ‘yes’ response. Refers to teacher and peers as ‘everyone’ in greeting.  
| • 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  
Constructs a basic statement with a series of key words and responds appropriately to one question (with a gesture) but ignores others.  
| • Chooses the most common formulaic expressions at major stages of an exchange  
Chooses “Good morning, good morning everyone,” at the start of the talk.  
| • Pronounces most frequently used words and phrases comprehensibly  
Has comprehensible pronunciation in the oral recount even though some words are not pronounced precisely.  
| **Mode:**  
**Outcome 2.4**  
Constructs a strictly limited range of spoken texts located in the immediate context (face-to-face interactions usually accompanying some action).  
| • Relies often on gestures to convey more complex meanings in speech in immediate contexts  
Uses visual elements and gestures to convey more complex meanings  
Nods to communicate “Yes I enjoy playing with those toys” and sits down to close exchange.  
| • Introduce formulaic expressions to close a morning talk: Bye, Ta, Thankyou. (Scale 2)  
Practice pronunciation of frequently used words. (Scale 2)  
Introduce a limited range of evaluative vocabulary to express feelings and attitude: nice. (Scale 3)  
| Provide opportunities to use visual images representing activities or objects the student is familiar with in order to support the student to convey more complex meanings: visuals for the types of Barbie or cars. (Scale 2)  
Practise using language such as “Yes I do”, rather than gestures, to communicate meanings such as “Yes I enjoy playing with those toys.” (Scale 3)  
Practise the use of simple past tense in simple sentences relating to familiar contexts. (Scales 3 and 4)  
|