



LANGUAGE MODE: Speaking and Listening

Student Name	Class	C-Level at the beginning of the unit (Speaking and Listening)	C-Level at the end of the unit (Speaking and Listening)
	10EA6B	2.3	3.2

Level CL		Level C1	Level C2	Level C3	Level C4	
Skill	Strand: Communication					CAT ★
	Sub-strand: Communication					
Understand spoken texts	I can comprehend some familiar questions with support from the speaker	I can comprehend a simple spoken text	I can understand the gist of context-reduced spoken texts	I can interpret the main idea in texts, with some support	I can understand the point of view and message of an unfamiliar speaker, with minimal support	
Listen for specific information	I can identify single pieces of information from a short, spoken text	I can extract essential information from short, simple texts relevant to personal experience	I can extract specific information from spoken or visual texts, using guide questions from the teacher	I can listen for specific information, using question, preview and prediction strategies	I can extract key information or ideas from a variety of texts across the curriculum areas, with reduced support	
Express opinions	I can express personal meanings non-verbally or using simple language	I can exchange information in oral interactions	I can express simple opinions and describe feelings	I can use available English repertoire to discuss and justify a point of view on a familiar topic	I can justify a point of view to peers with increasing confidence	
	Strand: Linguistic structures and features					
	Sub-strand: Grammatical patterns					
Use descriptive language	I can use basic verb forms in context	I can use a small range of common descriptive language	I can use simple descriptive phrases	I can use longer descriptive phrase	I can use a range of extended descriptive phrases	
	Sub-strand: Word knowledge					
Use key vocabulary	I can recognise and use common words relating to familiar class routines, people, experiences and interests	I can identify key vocabulary and ideas from short, familiar spoken texts, supported by context	I can use familiar vocabulary to convey shades of meaning	I can comprehend familiar and specific curriculum area vocabulary in a spoken or digital text	I can use existing vocabulary knowledge to determine the meaning of new words	

ACHIEVEMENT STANDARD					
	At Level CL students communicate simply but effectively in English in familiar social and classroom contexts. They communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject–verb–object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives, such as time and sequence markers. They use their repertoire with varying accuracy to ask and respond to questions in predictable contexts, express simple ideas and preferences, and provide short explanations and descriptions. They use some strategies to initiate and sustain basic conversations in English, repeating and re-pronouncing as necessary.	At Level C1 students communicate simply but effectively in English in social and classroom contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.	At Level C2 students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary. With support, they use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences.	At Level C3 students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss texts from across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret accessible spoken and print texts and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand small amounts of abstract and generalised information when appropriate background is provided.	At Level C4 students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses. They demonstrate understanding of the ways that pauses, stress, rhythm and intonation help to clarify meaning. They speak clearly and pronounce most sounds correctly. They take part in extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners’ reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively explicit subjective language. They extract information from challenging spoken texts, using guide questions and taking notes on key ideas.

If it is helpful, the following table can be used to track students progress throughout the term:

Formative Task	Date	You have demonstrated that you can...	Next time...	C-Level (S&L)	Colour
TED Talk - What is it like to be	12/5	<ul style="list-style-type: none">Identify information correct in response to literal questionsIdentify Tui’s main point after some	<ul style="list-style-type: none">When using a quote from a text, make sure you use the exact words (the same words that the speaker says).	3.2	

Aboriginal?		<div>discussion with me</div> <ul style="list-style-type: none">• Interpret the meaning of some of Tui’s comments	<ul style="list-style-type: none">• When you are explaining what a speaker means, write your answer in your own words as much as possible. This will help to show how well you really understand some of the information.		
Conferences / interactions with me	Ongoing	<ul style="list-style-type: none">• Explain your responses in some detail, and elaborate further with some prompting• Form, express and justify personal ideas about texts we are reading, with some prompting.	<ul style="list-style-type: none">• I encourage you to get involved in group and class discussions to share your ideas. Talking to others is really helpful when we are trying to make our own ideas clear.• Make sure you always ask questions when you are unsure - there are no silly questions! :-)	3.2	