

## The oral language matrix: input/listening

	Interpersonal context	Content	Delivery	Language structures	First-language support
	<b>The learner may understand:</b>				<b>The learner needs:</b>
<b>Foundation stage</b>	<ul style="list-style-type: none"> <li>– language used in face-to-face contexts, often with support from pictures or objects</li> <li>– limited interactions in pairs (student-to-student and student-to-teacher)</li> <li>– limited interactions in small-group contexts</li> <li>– limited interactions in whole-class contexts</li> </ul>	<ul style="list-style-type: none"> <li>– basic concepts expressed in simple English (eg, colours, shapes, time, dates, numbers, body parts, feelings)</li> <li>– some basic instructions and simple questions</li> <li>– models of different types of oral texts (see <i>English Language Intensive Programme Years 7–13 Resource</i> and <i>Supporting English Language Learning in Primary Schools</i>)</li> <li>– words that are significant to or for them</li> </ul>	<ul style="list-style-type: none"> <li>– slow and clear speech using simple language</li> <li>– direct address, with key words repeated often</li> <li>– gestures and facial expressions that accompany simple instructions, information or questions</li> </ul>	<ul style="list-style-type: none"> <li>– individual words and some short chunks of language (formulaic chunks)</li> </ul>	<ul style="list-style-type: none"> <li>– extensive first language support (eg, through bilingual helpers or bilingual picture dictionaries and first-language texts)</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>– limited interactions in pairs (student-to-student and student-to-teacher)</li> <li>– limited interactions in small-group contexts</li> <li>– limited interactions in whole-class contexts</li> </ul>	<ul style="list-style-type: none"> <li>– curriculum content that reflects what their peers are learning in mainstream classes</li> <li>– simple, repetitive texts such as songs, rhymes, poems, and raps</li> <li>– one or two clusters of ideas in familiar curriculum and social contexts</li> <li>– carefully scaffolded texts in unfamiliar curriculum contexts</li> <li>– simple oral texts, which may be presented on CDs, CD-ROMs or DVDs (eg, the CD <i>Junior Journal 34 and 35</i>)</li> </ul>	<ul style="list-style-type: none"> <li>– the meaning of gestures, facial expressions and changes in volume or tone</li> <li>– slow and clear speech, using longer phrases of simple language, with key ideas repeated</li> <li>– standard New Zealand English, including slang and idioms that are limited and/or explained</li> </ul>	<ul style="list-style-type: none"> <li>– simple sentences and longer common phrases</li> <li>– short passages of natural speech, such as in conversations and instructions</li> </ul>	<ul style="list-style-type: none"> <li>– extensive first language support (eg, through bilingual helpers or bilingual picture dictionaries and first-language texts)</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>– interactions in pairs (student-to-student and student-to-teacher)</li> <li>– interactions in small-group contexts</li> <li>– interactions in whole-class contexts</li> <li>– interactions through extended speech (eg, listening to a debate)</li> </ul>	<ul style="list-style-type: none"> <li>– curriculum content that reflects what their peers are learning in mainstream classes</li> <li>– some commonly used colloquial expressions and some Māori words and phrases</li> <li>– extended speech in familiar curriculum and social contexts</li> <li>– extended speech in unfamiliar contexts with support</li> <li>– oral texts, which may be presented on CDs, CD-ROMs or DVDs</li> </ul>	<ul style="list-style-type: none"> <li>– short passages of standard New Zealand English in a range of accents, spoken at a natural speed</li> <li>– extended speech that allows pauses for them to process what they have heard</li> <li>– the meaning of non-verbal language features (body language and prosodic features)</li> </ul>	<ul style="list-style-type: none"> <li>– some complex sentences</li> <li>– complete and incomplete sentences</li> </ul>	<ul style="list-style-type: none"> <li>– continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>– extended passages of natural speech</li> <li>– multiple speakers in interactive contexts (eg, a group or panel discussion)</li> </ul>	<ul style="list-style-type: none"> <li>– a wide range of curriculum and social content</li> <li>– extended passages of natural speech in familiar and unfamiliar curriculum and social contexts</li> <li>– extended oral texts, which may be presented on CDs, CD-ROMs or DVDs (eg, the Choices audiotape <i>Danger!</i>)</li> <li>– figurative language, as long as it is clearly defined and explained (eg, puns and metaphors)</li> </ul>	<ul style="list-style-type: none"> <li>– a range of accents, including speakers for whom English is an additional language</li> <li>– the purpose and effect of non-verbal language features</li> <li>– both standard and colloquial language</li> <li>– language spoken at a natural pace</li> </ul>	<ul style="list-style-type: none"> <li>– connected text with several ideas or text sequences</li> <li>– longer passages of speech spoken at a natural pace and without planned pauses (eg, talks by visiting speakers)</li> </ul>	<ul style="list-style-type: none"> <li>– continued first-language support wherever possible, from bilingual helpers, bilingual dictionaries and first-language texts</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>– multiple speakers in interactive contexts (eg, a group or panel discussion)</li> <li>– multimedia texts presented without interpersonal support (eg, a video with no teacher support)</li> </ul>	<ul style="list-style-type: none"> <li>– a wide variety of texts, including multimedia texts</li> <li>– long and complex speech in a wide range of familiar and unfamiliar contexts</li> <li>– speech in situations that have an immediate context (eg, a workshop or sports game) and in situations that don't have an immediate context (eg, a history documentary)</li> <li>– sophisticated language devices such as irony, satire and euphemisms, as long as these are clearly identified and explained</li> </ul>	<ul style="list-style-type: none"> <li>– the purpose and effect of non-verbal language features</li> </ul>	<ul style="list-style-type: none"> <li>– complex, extended speech in a wide variety of structures at levels similar to a native speaker</li> </ul>	<ul style="list-style-type: none"> <li>– continued encouragement to use their first language to enrich their learning</li> </ul>

## The oral language matrix: output/speaking

	Interpersonal context	Content	Delivery	Non-verbal responses	Language structures
The learner may:					
<b>Foundation stage</b>	<ul style="list-style-type: none"> <li>– respond in face-to-face social or curriculum contexts</li> <li>– respond with a mixture of their first language and English</li> <li>– participate in limited interactions in pair, small-group and whole-class contexts</li> </ul>	<ul style="list-style-type: none"> <li>– say a few words in English</li> <li>– give a formulaic but appropriate response</li> <li>– use a gesture or facial expression to indicate that they do or don't understand</li> <li>– remain silent or give an inappropriate response</li> </ul>	<ul style="list-style-type: none"> <li>– not respond at all, or may pause for a long time before responding</li> <li>– have pronunciation that is strongly influenced by their first language</li> </ul>	<ul style="list-style-type: none"> <li>– respond with a relevant action, gesture or facial expression</li> <li>– respond with silence, which may indicate respect for the speaker, a lack of comprehension or a lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>– say single words</li> <li>– echo <b>phrases</b> that they hear</li> <li>– respond in their first language</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>– respond with a mixture of their first language and English</li> <li>– participate in limited interactions in pair, small-group and whole-class contexts</li> </ul>	<ul style="list-style-type: none"> <li>– retell the main ideas or messages from their reading or listening and present one or two ideas</li> <li>– use a gesture, facial expression or phrase to indicate that they do or don't understand</li> <li>– initiate communication (eg, by making requests or comments, or offering information)</li> </ul>	<ul style="list-style-type: none"> <li>– pause and hesitate when speaking</li> <li>– make some distinctions between minimal pairs in English (eg, 'pin' and 'bin', 'ship' and 'sheep')</li> <li>– have pronunciation that shows features of their first language</li> </ul>	<ul style="list-style-type: none"> <li>– follow an instruction or complete a task</li> <li>– respond with silence, which may indicate respect for the speaker, a lack of comprehension or a lack of confidence</li> </ul>	<ul style="list-style-type: none"> <li>– use mostly high-frequency words and leave out structural words</li> <li>– use non-standard vocabulary and sentence structures</li> <li>– use the subject–verb–object structure if they have had a chance to plan what they are going to say</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>– respond in an appropriate or relevant way for the audience and the purpose for communicating</li> <li>– participate in different interactive group situations, such as pairs, groups and whole-class discussions</li> <li>– use English confidently and appropriately in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>– ask questions, give instructions, negotiate disagreements, buy something in a shop, arrange appointments or explain a problem</li> </ul>	<ul style="list-style-type: none"> <li>– use a larger vocabulary and give detailed responses</li> <li>– speak fluently, with occasional pauses and hesitation</li> <li>– pronounce most words in a way that is usually clear to the listener, although they may retain some features of their first language</li> <li>– make distinctions between minimal pairs in English (eg, 'pin' and 'bin', 'ship' and 'sheep')</li> </ul>	<ul style="list-style-type: none"> <li>– begin to make use of non-verbal features of the English language</li> </ul>	<ul style="list-style-type: none"> <li>– include structural vocabulary to produce fairly coherent and accurate standard English</li> <li>– rely less on formulaic chunks and use more independently generated language structures</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>– respond in a way that is appropriate or relevant for the audience and the purpose for communicating</li> <li>– choose appropriate vocabulary (eg, making distinctions between technical, formal and informal vocabulary)</li> <li>– speak in a variety of contexts</li> </ul>	<ul style="list-style-type: none"> <li>– 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</li> <li>– use language devices (eg, puns and irony) appropriately for effect</li> </ul>	<ul style="list-style-type: none"> <li>– 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)</li> </ul>	<ul style="list-style-type: none"> <li>– consciously choose non-verbal features of the English language to use in their own communication</li> </ul>	<ul style="list-style-type: none"> <li>– use increasingly varied and complex language structures in standard English, with few inaccuracies</li> <li>– use features of natural spoken language (eg, saying 'coming' instead of 'I am coming')</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>– choose appropriate language for different audiences, purposes, contexts and effects (eg, making distinctions between formal and informal contexts)</li> </ul>	<ul style="list-style-type: none"> <li>– 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</li> <li>– use sophisticated language devices such as irony, satire and euphemisms appropriately for effect</li> </ul>	<ul style="list-style-type: none"> <li>– pronounce words clearly and speak accurately and fluently</li> </ul>	<ul style="list-style-type: none"> <li>– use non-verbal features of spoken language, such as pauses, changes in pitch or volume, and gestures for effect</li> </ul>	<ul style="list-style-type: none"> <li>– use increasingly varied and complex standard English language structures, with few inaccuracies</li> </ul>

## The reading matrix

The reading descriptors focus on complexity of text rather than reading behaviours. To achieve a particular stage, the student must be able to read texts of similar complexity with a high level of comprehension. They must demonstrate competence in decoding, making meaning and thinking critically.

	Topic development	Language structures	Vocabulary	Layout	Examples can be found in the ELLP booklets:
<b>Foundation stage</b>	<ul style="list-style-type: none"> <li>– Texts are very short. They contain one or two simple ideas and use a lot of repetition.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain single words or short sentences, usually in the subject–verb–object order.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use repeated high-frequency words and some words that are lower frequency and topic-specific, and that are strongly supported by the context.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts have only a few words per page and are well supported by illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 1–4, pages 22–23</li> <li>– Years 5–8, pages 22–23</li> <li>– Years 9–13, pages 22–23</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>– Texts are short and often present ideas in a simple sequence.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain simple and <b>compound sentences</b> with a variety of sentence beginnings. There are usually no more than two <b>clauses</b> per sentence.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use varied high-frequency words and some words that are lower frequency and topic-specific, and that are strongly supported by the context.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts have about three sentences per page and are well supported by illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 1–4, pages 24–31</li> <li>– Years 5–8, pages 24–31</li> <li>– Years 9–13, pages 24–31</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>– Topics are developed in more depth and assume more background knowledge.</li> <li>– Text types are more varied: they may be reports, arguments, procedures, explanations, recounts or mixtures of these.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with <b>prepositional phrases</b> or other structures.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use varied high-frequency words and some words that are lower frequency and topic-specific or <b>technical</b>, and that should be clear from the context.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts have several sentences or short paragraphs per page and may be supported by illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 1–4, pages 30–35</li> <li>– Years 5–8, pages 30–35</li> <li>– Years 9–13, pages 30–35</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>– Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas (eg, cause and effect or sequence).</li> <li>– Texts may interweave more than one text type.</li> <li>– Comprehension requires more inference.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts contain a variety of sentence types, some of which may be more complex. They may include <b>passive constructions</b> and direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use some lower frequency and technical words that are not easy to infer from the context.</li> <li>– They may use some <b>idiomatic</b> language.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts are arranged in paragraphs and may be supported by diagrams, illustrations or photographs.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 5–8, pages 34–41</li> <li>– Years 9–13, pages 34–43</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>– Topics are developed in great depth and may be very technical.</li> <li>– Texts may include many different time settings or multiple voices.</li> <li>– Texts may interweave more than one text type.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts include a variety of sentence structures. They may include embedded and <b>relative clauses</b> and passive constructions.</li> <li>– Each sentence may contain several concepts.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use low-frequency words and technical vocabulary.</li> <li>– They may use similes, metaphors and idiomatic language without explanation.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts are arranged in paragraphs and may use subheadings.</li> <li>– There may be no illustrations, or there may be some that require high-level interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>– Years 9–13, pages 40–51</li> </ul>

## The writing matrix

	Topic development	Sentence development and language structures	Vocabulary development	Script control	Editing, spelling and punctuation
<b>Foundation stage</b>	<ul style="list-style-type: none"> <li>– Texts may be exact copies of a model.</li> <li>– Original texts are very short (two or three ideas) with minimal topic development.</li> <li>– Ideas may be presented randomly.</li> <li>– Towards the end of the foundation stage, ideas may be organised in an order appropriate to the text type.</li> </ul>	<ul style="list-style-type: none"> <li>– Sentences show frequent or repeated use of a restricted range of model (learned) structures.</li> <li>– Sentences are simple or compound (linked with ‘and’).</li> <li>– There may be a range of different errors, some attributable to the learner’s age and some to their proficiency in English. These errors may include lack of agreement of subject and verb (‘he go’), incorrect word endings, omitted or overused articles (‘the China’), incorrect verb forms or <b>over-generalised</b> use of a grammar rule (‘I broked it’).</li> </ul>	<ul style="list-style-type: none"> <li>– Most words are high frequency and there is little topic-specific vocabulary (unless it has been provided).</li> </ul>	<ul style="list-style-type: none"> <li>– Letter formation is developing but is often variable.</li> <li>– Towards the end of the foundation stage, writing usually shows appropriate use of upper and lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>– The writing may show evidence of self-correction.</li> <li>– Some words are spelt correctly, and there are attempts to spell words as they sound.</li> <li>– There are often errors in the use of simple punctuation.</li> </ul>
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>– Texts are longer (at least 6 to 8 sentences), with some organisation of the ideas.</li> <li>– The main ideas may be expanded with details.</li> </ul>	<ul style="list-style-type: none"> <li>– Sentences are mainly simple or compound (eg, linked with ‘and’)</li> <li>– The writing shows a reduced reliance on formulaic structures.</li> <li>– Words like ‘because’ indicate that the learner is beginning to expand texts by using complex sentence structures.</li> <li>– Texts include linking words to signal the development of ideas (such as markers of time in a narrative, or of cause and effect in an explanation).</li> <li>– Errors in words and structures are likely to be frequent and obvious.</li> <li>– Texts by learners who are literate in their first language may show attempts to use more complex structures but will often have intrusive errors.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts use a greater range of vocabulary. Most familiar vocabulary is likely to be accurately spelt or show phonemic awareness. Attempts to use unfamiliar vocabulary show evidence of <b>phonemic awareness</b>.</li> <li>– Texts use some learned topic-specific vocabulary. Words may be chosen to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>– Script is generally readable.</li> </ul>	<ul style="list-style-type: none"> <li>– There is some evidence of editing, usually teacher directed.</li> <li>– Many high-frequency words are spelt correctly, but there may be intrusive errors.</li> <li>– Writing may show some awareness of additional punctuation features and control over full stops.</li> </ul>
<b>Stage 2</b>	<ul style="list-style-type: none"> <li>– Topics are developed in stages, using appropriate paragraph structure.</li> <li>– Ideas are linked and organised, although they may simply be listed at times.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts include a range of different sentence beginnings and structures (such as use of <b>relative clauses</b>).</li> <li>– The writing shows an increasing use of <b>subordinate clauses</b>.</li> <li>– The writing may use modal verbs (eg, ‘might’, ‘should’).</li> <li>– A range of errors in language forms and structures is likely to be evident (eg, run-on sentences, or inaccuracies in, or omissions of, elements of a complex verb phrase).</li> <li>– Texts may show overuse of a recently learned structure.</li> </ul>	<ul style="list-style-type: none"> <li>– The writing shows a strong personal voice developing through deliberate choice of appropriate vocabulary.</li> <li>– There may be some evidence of less appropriate language choices, perhaps from direct translation (eg, use of ‘companion’ instead of ‘friend’).</li> <li>– Texts may have insufficient topic-specific or formal vocabulary for the task or context.</li> </ul>	<ul style="list-style-type: none"> <li>– The script is controlled and legible.</li> </ul>	<ul style="list-style-type: none"> <li>– The text shows some evidence of accurate editing.</li> <li>– The writing shows evidence of attention to specific points, such as distinguishing between <b>homophones</b> (‘their’ and ‘there’; ‘to’, ‘too’ and ‘two’; and so on).</li> <li>– Contractions are used appropriately.</li> </ul>
<b>Stage 3</b>	<ul style="list-style-type: none"> <li>– Topics are developed according to the purpose of the task.</li> <li>– Topics are sustained and organised logically and coherently in stages. Ideas are linked with appropriate use of a range of connectives (eg, ‘however’, ‘therefore’).</li> <li>– Texts may follow a model closely.</li> </ul>	<ul style="list-style-type: none"> <li>– Texts include varied and complex sentence structures and/or sentence types appropriate to the writing purpose, often with errors.</li> <li>– Some incorrect structures are still likely to be seen at times, such as inaccurate use of articles or lack of subject and verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>– Words are chosen from an expanding bank of general, technical and academic vocabulary in a range of curriculum and topic areas. In less familiar topic areas, the vocabulary may revert to more general or vague word choices (eg, ‘things’).</li> <li>– Words are mostly chosen appropriately to meet the purpose for writing and to create specific effects, such as using literary devices for humour or consciously choosing features of persuasive language.</li> <li>– Direct translation may lead to inappropriate word choices.</li> </ul>	<ul style="list-style-type: none"> <li>– The writing style is now established, and there is little likelihood of the learner changing how they form their letters.</li> </ul>	<ul style="list-style-type: none"> <li>– The writing shows evidence of independent, accurate editing.</li> <li>– Surface features are generally controlled consistently, although in unfamiliar topic areas or under time pressure in formal assessments, control may be reduced.</li> </ul>
<b>Stage 4</b>	<ul style="list-style-type: none"> <li>– See NCEA and asTTle websites for descriptors of advanced writing.</li> </ul>				