

## 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>