



Learning English: Achievement and Proficiency (LEAP)

LEVELS 1-6

ORAL LANGUAGE



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Department for Education

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Participates in simple, very brief routine and formulaic interactions relying on non-verbals		Participates in simple short familiar interactions with less dependence on non-verbals		Participates in familiar classroom interactions to engage with learning area content, joining in small group and whole class discussions	
LISTENING – Understanding classroom routines and instructions					
Demonstrates anticipation of routines eg movements, turns toward speaker Follows single simple instructions when strongly directed and supported with modelling and gestures : ‘Sit’	Responds appropriately to short phrases relying on key words, tone of voice and intonation : ‘Well done’; ‘Don’t!’ and when key words are stressed in context : ‘Look in your tray’	Follows a simple instruction in context with less dependence on non-verbal elements Demonstrates understanding of simple written and/or visual commands such as signs in public places: ‘No running’; or in the classroom indicating instructions for routine activities: ‘Cut’; ‘Write your name’	Understands familiar brief, 1–2 step instructions and commands with less dependence on non-verbal or visual elements Understands statements linked to immediate context : ‘I’ll show you the title. We go right to the front. It says “Jet the little robot”. That’s the title. It tells us a little bit about the book’	Understands less formulaic commands and questions if meaning is clear through gesture, visual support and key words stressed : ‘Make sure you <u>bring</u> your <u>consent form tomorrow</u> ’ Understands statements related to a field of study: ‘The tadpole grows its hind legs before its front legs’	Understands 2–4 step instructions for undertaking learning tasks in context with little dependence on non-verbal elements Understands key information and responds to questions about learning area topics : <i>What am I riddles</i> to identify shapes in maths, identifying location in geography and details of setting in a narrative
INTERACTING – Social/personal interactions					
Responds in basic spoken formulaic exchanges of 1–2 turns with familiar people : <ul style="list-style-type: none">greet in formulaic way: <i>Good morning</i> and then responds to next turn ‘How are you?’ with a non-verbal response: a smile or other facial movement Begins to respond to the most basic ‘wh’ questions : ‘What is your name?’	Responds in basic spoken formulaic exchanges of two or three turns : <ul style="list-style-type: none">makes a greeting and respondsprovides comment: <i>I got a new jumper; he sad</i> Responds to limited range of ‘wh’ questions : ‘Where did you come from?’; ‘How old are you?’	Initiates basic spoken exchanges involving two or three turns Participates in short, almost formulaic exchanges. Memorises segments, to participate in slightly longer spoken interactions eg borrowing a book from the library; buying food at the canteen. <i>‘Hello; Please can I have ...’</i>	Engages in short predictable spoken exchanges with some confidence relying less on memorised texts : <ul style="list-style-type: none">shares likes/dislikesrecounts a shared experience	Participates in casual everyday conversation about familiar topics with familiar people Attempts to sequence when recounting ideas (see Cohesive devices – Text connectives)	

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INTERACTING – Participating in classroom interactions: 1:1, group and whole class					
<p>Engages with whole class reading/viewing/singing of familiar texts:</p> <ul style="list-style-type: none"> attending to pictures joining in any actions; copying actions of peers chorusing and mouthing words or echoing peers 	<p>Participates in short, simple texts with repeated, memorisable items:</p> <ul style="list-style-type: none"> rhyme/raps/chorus lists of numbers days of week 	<p>Understands and responds to basic intonation patterns of questions to convey knowledge about learning area topics 1:1 or in small group: 'What do you think this book is about?' <i>A monkey, a rabbit and a bear</i>; 'What happens in the hot season?' <i>Fire burns, sit in the shade and swim</i>; 'Where do you swim?' <i>On the dam</i></p> <p>Participates in simple small group activities involving spoken language accompanying action: dance, games, making simple things, basic science or maths activities</p>	<p>Responds to brief questions in small groups/class discussions:</p> <ul style="list-style-type: none"> yes/no: 'Does it swim?' 'wh' questions: 'How does your animal move?' <i>It has legs</i>; 'Why do you like that character?' <i>Because he is strong</i>; 'What's going to happen in the story?' <i>She's going to buy a new toy</i> <p>Begins to share simple ideas with peers in short pair, small group talk related to learning topic eg think, pair, share</p>	<p>Responds to a range of longer 'wh' questions: 'Can you tell me what seasons we have?' <i>Hot season and dry season</i>; 'Are there any changes we know happen every year?' <i>There's time for bush potato, flower, coconut, time for bush tomatoes</i></p> <p>Participates in familiar group/class discussions drawing on personal experience: 'How old is your Grandpa's teddy?' <i>He's older than my Mum</i>; 'What part of the story couldn't really happen?' <i>The hen can't go the house every day</i>; 'Why?' <i>Because it could get too tired</i></p>	<p>Contributes to group/class discussion using familiar structures: sharing ideas for conducting an investigation; to generate ideas or make editing suggestions for a jointly composed text</p> <p>Asks relevant questions for clarification or to find out other's ideas: 'What do you think about that?'</p>

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SPEAKING – Language functions: statements, questions and commands					
<p>Uses single words but relies on actions to make meaning: 'Book'</p> <ul style="list-style-type: none"> as a statement meaning 'This is my book' as a question meaning 'Where is my book?' as a command meaning 'Give my book back' <p>'Yes/No/More/No more'</p> <ul style="list-style-type: none"> to refuse or reject an object/offer to express a preference to request continuation of activity; something new 	<p>Uses 2–3 key words with stress and gesture to express basic speech functions:</p> <ul style="list-style-type: none"> statement: <i>He go toilet</i> for 'He went to the toilet' question: <i>My turn?</i> for 'Is it my turn?'; <i>You Sister?</i> for 'Have you got a sister?' or 'Is this your sister?' command: <i>Me ball</i> for 'Give me the ball' 	<p>Expresses statements, questions and commands in basic ways, using key words and relying on tone, intonation and actions:</p> <ul style="list-style-type: none"> statement: <i>This my pencil; No understand; ... then I've got that much far to go</i> (arms outstretched to indicate distance) question: uses a limited range of yes/no questions: <i>You got my ball?</i> command: <i>Sit here</i> 	<p>Shows developing control of statements, questions and commands with basic structures:</p> <ul style="list-style-type: none"> statement: <i>I eat eggs</i> question: <i>Is it lunch yet?</i> command: <i>Push it</i> 	<p>Expresses statements, questions, commands and offers, with some accuracy:</p> <ul style="list-style-type: none"> control of formulaic yes/no questions: <i>Do you like chocolate?</i> developing control of 'wh' questions: <i>Where you buy it?</i> commands using common vocabulary: <i>Don't push in front</i> 	<p>Chooses basic ways to express statements, questions, offers and commands with greater accuracy:</p> <ul style="list-style-type: none"> yes/no questions: <i>Have you got my book?</i> some 'wh' questions with varying degrees of accuracy: <i>Where did you go in the holidays?; What happened to your mother before you're here?; What thing will you like to do on the 10 week of school?</i>
SPEAKING – Oral presentations					
Thread begins at Level 3		<p>Participates with intensive support in texts such as morning talks, simple personal recounts</p>	<p>Gives very short presentations related to learning area topics eg favourite book character or 'My special place' and responds to teacher questions</p> <p>Uses formulaic initiating and closing phrases: <i>Good morning; Today, I'm talking about ...; Any questions or comments?</i></p>	<p>Makes short simple presentations using a few connected sentences on familiar personal and learning area topics: retells a familiar story; describes a familiar process; shares ideas on how to look after an important place or compares a toy of theirs to one of their grandparents</p> <p>Answers simple questions from peers</p>	<p>Presents oral presentations providing some detail and elaboration on personal and learning area topics, incorporating some visual elements such as a poster they have made or photos taken to show sequence of events in carrying out a task</p>

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GRAMMAR – Whole text level: Cohesive devices					
Pronoun reference Thread begins at Level 2 Text connectives Thread begins at Level 5	Uses 1–2 examples of pronoun reference: He sad; Me ball; You sister; My turn?	Uses the most basic pronouns with varying accuracy : <i>You got my ball; It is round; I go she house; we play; he come to school</i> Often uses he/she incorrectly : • to show gender: he to refer to a female • instead of him/her: she push he • instead of his/her: he eat him lunch	Uses most common reference items with more consistent accuracy : • subject (before verb) pronouns: it; they; he; she • object (after verb) pronouns: him; her • possessive (before noun) pronouns: my; our; their; your; his; hers	Uses simple pronoun reference accurately most of the time to refer back to previously named people and objects when the referent (noun) is close to the pronoun: <i>I have a bird. It can talk; People give us red envelopes. They have coins in them</i> Begins to use simple connectives between sentences to show logical sequence: then; now; and; also; so, after	
GRAMMAR – Sentence level: Conjunctions					
Thread begins at Level 3	Links ideas with and relying on learned words/patterns: <i>On Sunday I went to school and I went to church and I went to shop; They break all the bars and get out and a police comes to get them</i>	Links ideas using and, and then : • in longer strings: <i>I can do a flip into the pool and I play stuff with my sister and my sister has a mermaid and I throw it in the water and then I get it</i> • joining two clauses: <i>After, I brushed my teeth and I went to bed; It got two leaves and then it got bigger</i>	Uses 3 different coordinating (linking) conjunctions with varying accuracy: and, and then, but, so : <i>They saw Queenie in the lake and then um, they took her home and then um, Kaitlin's mum and dad didn't think it was right so they thought they should take it to the farm; I thought the sound would be the loudest but it was the softest</i>	Uses 4–5 coordinating (linking) conjunctions to link ideas: and, and then, but, or, so : <i>Go round the seat and go south; A square is like a diamond but it ...; I wanted to go in so I tried to open the door; some have more air or they ...; We put potting mix in and then ...</i>	
Thread begins at Level 3	Uses because in response to a question: 'Why do you think that?' <i>Because sometimes robbers sometimes rob; 'What makes you think that?' Because most times it happens; 'Why did it move that way?' Because it's round</i>	Uses because in formulaic ways in a string of run on ideas: <i>My special place is my garage because I love – well – I can ride my scooter. I always – sometimes I zig-zag go down to a little step and then I've got that much far to go (arms outstretched) and then I just go straight in the corner to get down and that's my favourite part of the house</i>	Connects ideas, providing reasons using: • because : <i>I chose the Very Hungry Caterpillar because I like curly caterpillars</i> • 'to + verb' (meaning 'in order to + verb'): <i>I used a number line to help me count; I went to the shops to buy some lollies</i>	Connects ideas in different ways using: • 2–3 common (binding) subordinating conjunctions: because, when, after, if, so (meaning so that): <i>When we got to school; A tissue box is a rectangle because ...; People go to school so they ...; If we do not have fresh water</i> • 'to + verb': <i>She followed the thief to get the bag</i>	

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GRAMMAR – Group and word level: Verbs and verb groups					
Understands a few frequently encountered action verbs expressing very common, everyday concrete activities : <i>sit; run; kick; sing; cry; laugh</i>	Understands verbs for common 'everyday' school actions : <i>stand; pack up</i> Uses a few verbs to express common actions : <i>eat; cooking; buy; go; cutting</i>	Understands/uses common, everyday verbs to express: <ul style="list-style-type: none"> action/doing: he <i>walk</i>; he <i>sit</i>; he <i>look</i>; he <i>come</i> to school; he <i>make</i> some boat; he <i>put</i> some fish; I <i>play</i> with Kaihla Begins to use 1–2 verbs to express: <ul style="list-style-type: none"> feeling: I <i>want</i> it relating: being/verb 'to be': it <i>was</i> fun; the bell <i>is</i> fat; these things <i>are</i> short 	Uses verbs to express processes: <ul style="list-style-type: none"> action/doing (including 1–2 less common): it <i>draws</i>; Santa <i>gives</i> presents; <i>build</i> a sandcastle; <i>drink</i> hot chocolate; <i>watching</i> TV; they <i>jumped</i>; it <i>rolls</i> 1–2 thinking and feeling to express likes, dislikes and simple opinions: I <i>think</i> kittens <i>are</i> the best pet; I <i>think</i> the elephant <i>is</i> cool; I <i>like</i> it; I <i>didn't like</i> it relating: <ul style="list-style-type: none"> being/verb 'to be': I <i>am</i> a baby; they <i>are</i> round having/verb 'to have': it <i>has</i> legs 	Begins to use vocabulary beyond common everyday verbs : <ul style="list-style-type: none"> action/doing: it <i>froze</i>; <i>ride</i> my bike; the dove <i>flew</i>; <i>pecked</i> his foot; <i>steals</i> 1–2 thinking and feeling to express likes, dislikes and simple opinions (as for level 4) relating: <ul style="list-style-type: none"> being/verb 'to be': it <i>was</i> the softest having/verb 'to have': I <i>have</i> 4 candles simple causing: it <i>made</i> me sad 1–2 saying: I <i>said</i>; I <i>was telling</i> 	Uses more uncommon, verbs, adopting school 'topic' vocabulary: <ul style="list-style-type: none"> action/doing: <i>cast</i> a spell; <i>melt</i> chocolate; chicks <i>crawl</i>; <i>arrived</i>; <i>might escape</i> 1–2 thinking/feeling beyond think and like: no-one <i>liked</i> him; he <i>thinks</i> ...; <i>loved</i> it; I <i>chose</i> it relating: being 1–2 synonyms for verb 'to be': a wombat <i>looks like</i> a small bear; a boat <i>called</i> the Pinky Winky; they <i>can</i> both <i>equal</i> the same number
Expanding verb group with negatives and modals Thread begins at Level 3		Attempts to express negative form of verbs: I <i>no catch</i> them; they <i>go not</i> anymore; I <i>not</i> good English	Begins to use, with limited control, 1–2 verb groups using: <ul style="list-style-type: none"> negatives: I <i>don't know</i> modals: we <i>can swim</i> 	Demonstrates more consistent control of verb groups using: <ul style="list-style-type: none"> negatives: if we <i>do not have</i> fresh water, we <i>will not survive</i> modals: it <i>can walk</i>; I <i>can ride</i>; the plant <i>can get</i> water; it <i>did float</i> 	Demonstrates consistent control of verb groups using negatives and modals, including 1–2 to express: <ul style="list-style-type: none"> obligation: everything <i>has to die</i> probability: I <i>might read</i> a book when I <i>get</i> home
Multi-word verb groups Thread begins at Level 5				Begins to use multi-word verb groups : his friends <i>tried to help</i>	Uses multi-word verb groups : <i>start off; love to dance; need to change; keep going</i>
Typically uses present tense form to represent actions, past, present and future: <i>go/going</i> shop to mean: I <i>went</i> to the shop, yesterday; I <i>am going</i> to the shop, now; or I <i>will go</i> to the shop tomorrow		Begins to use, with limited control and consistency: <ul style="list-style-type: none"> simple past tense: <i>opened; hopped; went</i> simple future for common actions: <i>will get</i> 	Demonstrates some control of simple tenses : <ul style="list-style-type: none"> present: <i>has; like; gives</i> past: <i>was; walked; said; played</i> future: <i>I'll get; is going to be</i> Overgeneralises '-ed' for past tense with most irregular verbs: <i>grewed; heard</i>	Shows control of simple tenses for most regular : <ul style="list-style-type: none"> present: <i>eat; bring</i> past: <i>landed; pecked; watched</i> future: <i>I'll invite</i>; it <i>will die</i> Inconsistent control of irregular : <i>threwed</i>	Demonstrates control of simple tenses : <ul style="list-style-type: none"> past tense form of most common irregular verbs: <i>did; saw; took; ate</i> Some control of complex verb groups using elaborated tenses ('-ing' as continuous form): <i>are using; is digging</i>

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GRAMMAR – Group and word level: Adverbs, adverbial groups/phrases and prepositional phrases to express circumstances					
Thread begins at Level 2	<p>Understands very basic prepositions expressing place:</p> <p><i>in the box; on the box; inside; outside</i></p> <p>Uses 1–2 basic prepositions with noun for place or time: <i>on chair; in bag; to shop</i></p>	<p>Uses very basic phrases to express circumstances of place and time with varying accuracy:</p> <ul style="list-style-type: none"> • place: <i>in the jungle; he pass in the big tree; he put some fish on the boat; he look to the water; he come to school</i> • time: <i>on Saturday we go; on lunchtime I have rice</i> 	<p>Uses basic phrases to express the circumstances of place and time with greater accuracy:</p> <ul style="list-style-type: none"> • place: <i>under the table; in bed; to school; at the beach; out of the dam</i> • time: <i>on the weekend; after the game</i> 	<p>Uses adverbs and phrases to express circumstances of time, place of events mostly accurately:</p> <ul style="list-style-type: none"> • place: <i>inside it; through the playground; over the bridge</i> • time: <i>on Chinese New Year; last Sunday; at night time; for 6 weeks</i> 	<p>Uses adverbs and phrases to express more specific details of events:</p> <ul style="list-style-type: none"> • place: <i>into/from the ground; on the right hand side of the island</i> • time: <i>on Tuesday 27th April; two weeks ago; one stormy night</i>
Thread begins at Level 5				<p>Begins to use adverbs and phrases to include circumstances of manner:</p> <ul style="list-style-type: none"> • manner: <ul style="list-style-type: none"> – quality: <i>goes fast; sit in groups</i> – means: <i>with a bat; with its legs</i> 	<p>Uses adverbs and phrases to include circumstances of manner:</p> <ul style="list-style-type: none"> • manner: <ul style="list-style-type: none"> – quality: <i>suddenly; slowly; into small pieces; like a platypus</i> – means: <i>by bus</i>

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GRAMMAR – Group and word level: Nouns including adjectives and adjectival phrases					
Understands frequently encountered nouns supported by picture/object: <i>pencil</i>	Understands familiar nouns not in immediate context: <i>toilet; office; jumper</i> Uses frequently encountered nouns: <i>bus; book; girl; boy</i>	Understands/uses basic everyday nouns in a variety of contexts: <i>food; rice; children; bell; tree; animal; fish; tail; nose</i> May lack vocabulary to name items and use generalised terms: <i>the things</i>	Uses simple, everyday, common and proper nouns for 'everyday' objects related to home, local community, school and topics of study: • people: <i>children; babies; Grandpa; character</i> • animals: <i>donkey; mouse; kittens; crow; elephant; wolf</i> • places: <i>world; sides; corners; place; buildings; playground; Kings Park</i> • things: <i>flower; plant; seeds; leaves; toys; dinner; party; card; envelopes; trees; twigs; dates; tomato; colour; sound</i>		Begins to use more school 'topic' vocabulary for key nouns: <i>crew; pirate; thief; burrows; pellets; enclosure</i>
Thread begins at Level 2	Uses numbers, colours and size as isolated words: <i>one; blue; big</i>	Uses adjectives to describe: <i>the boy little; the tree is big</i> Begins to add 1–2 words to the noun to expand noun groups with varying accuracy to add in number, colour and/or size: <i>one boy; all children; lots food; pink ears; a little fish; the big tree; some little fish; long tail</i>	Adds 1–2 elements to the noun to construct simple noun groups of 2–3 words: • pointers: <i>a flower; the donkey; my plant; our toys; its body; their world</i> • quantifiers: <i>two leaves; 3 sides; 4 corners; one head</i> • describers (primarily colour, size, shape and/or common evaluative words): <i>orange body; thin legs; new toys; special dinner; favourite part</i> • classifiers: <i>hot chocolate; snowball fights; the lion dance; bean seeds; birthday card</i>	Chooses from a growing vocabulary to construct short noun groups: • quantifiers beyond simple number: <i>all the birds; lots of babies; two of our dolls</i> • describers (mainly colour, size and shape): <i>red envelopes; round body; sharp twig; tall buildings</i> • classifiers: <i>sticky dates; street lights; palm trees; bush tomato</i>	Constructs short noun groups, giving more detailed descriptions: • quantifiers: <i>two more eggs; too much water</i> • describers: <i>cute furry thing; short, strong legs; one dark and stormy night</i> • classifiers: <i>a 2D shape; more sea water than fresh water; Aboriginal people</i>
Thread begins at Level 6					Uses 1–2 short phrases as qualifiers: <i>story about a pirate; everybody on the boat</i>
Thread begins at Level 2	Occasionally uses articles: <i>a/the car</i>	Uses articles sometimes, although with limited accuracy	Generally, uses articles where required but may often choose incorrect article: <i>a orange body</i>	More consistent appropriate use of the definite article: <i>the</i> and indefinite article: <i>a/an</i>	Mostly accurate use of articles: <i>they live in an enclosure; In the enclosure ...</i>
Plurals Thread begins at Level 3		Occasionally uses plural form eg adds 's/es': <i>animals; fishes</i>	Uses 's' plural form more consistently and begins to use irregular form for familiar words: <i>children</i>	Demonstrates greater control of the plural for regular and irregular words: <i>teeth; people</i>	

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GRAMMAR – Group and word level: Evaluative language					
Expresses feelings non-verbally through facial or body reactions or 1–2 single words: <i>sad; cry</i>	Expresses feelings non-verbally eg using pictures/emoticons to indicate their response or through single words: <i>sad; happy; good; bad</i>	Uses simple/formulaic expressions with limited accuracy to express: <ul style="list-style-type: none"> feelings: <i>wolf was sad; kangaroo is happy; we have fun</i> 	Uses simple/formulaic expressions with accuracy to express: <ul style="list-style-type: none"> feelings: likes and dislikes: <i>I like my car</i> 	Uses simple expressions with accuracy to express: <ul style="list-style-type: none"> feelings: <i>I didn't like it; I felt sad</i> 	Uses less common vocabulary for: <ul style="list-style-type: none"> feelings: <ul style="list-style-type: none"> explicit: <i>I feel happy; afraid; excited</i> 'shown' through behaviour: <i>cried; laughed; loved to dance</i>
Thread begins at Level 3		Uses simple/formulaic expressions with limited accuracy to express: <ul style="list-style-type: none"> evaluations of things: <i>the scissors wrong; too big; that's better</i> 	Uses simple/formulaic expressions with accuracy to express: <ul style="list-style-type: none"> evaluations of things: <i>I think kittens are the best pet; my favourite celebration; it was fun; we have a good time; it is nice and round; my special place</i> 	Uses simple expressions with accuracy to express: <ul style="list-style-type: none"> evaluate things: begins to use more specific describers and comparatives (-er and -est endings): <i>ugly; bigger buildings; loudest; softest; softer sound</i> 	Uses less common vocabulary for: <ul style="list-style-type: none"> evaluations of things: with more specific describers and comparatives: <i>noisy; cute; easier; quite hard</i>
Thread begins at Level 4			Uses simple/formulaic expressions with accuracy to express: <ul style="list-style-type: none"> judgements: begins to judge characters in books, by borrowing 'book-language': <i>crow was being rude</i> 	Uses simple expressions with accuracy to express: <ul style="list-style-type: none"> judgements: judges characters using 'book-language': <i>wicked wolf</i> 	Uses less common vocabulary for: <ul style="list-style-type: none"> judgements: 1–2 simple judgements of characters: <i>no-one liked Patch; he was so angry</i>
Thread begins at Level 5				Uses simple expressions with accuracy to express: <ul style="list-style-type: none"> varied intensity: 1–2 most common intensifiers: <i>so soft; very</i> 	Uses less common vocabulary for: <ul style="list-style-type: none"> varied intensity: common intensifiers: <i>he still has it in his hand; it was really far; just behind; it was quite hard</i>