

Figure 1: Summary Of The Key Features Of Development In Students' Oral Narratives

Brightpath score range 250 – 300 Students working at this level orientate the listener to their story. They use a complication to drive their story and resolve this complication at the end of their story. There is a stronger sense of story-telling and often a stronger sense of a narrator. These students start to incorporate details that enhance their stories which leads to a stronger portrayal of character and possibly also of setting. They may include some reflection about their characters' intentions and responses.

These students use a wider vocabulary, including adverbs. Their stories are more cohesive because they use a variety of connectives and they use correct noun-pronoun referencing.

Student working in this ability range demonstrate increased control of sentences and they use subordinate and embedded clauses to create complex sentences.

Brightpath score range 230 – 250 Students in this ability range start to incorporate many of the features of story-telling and there is a stronger sense of story and of a complication driving the story. These students, typically, provide more detail about the events in their story and the events are more likely to be relevant to the story and are likely to lead to a resolution. They may describe characters' reactions to events and to other characters. At this stage of development, students are still only likely to name the setting of their story.

Students working at this level start to use co-ordinating conjunctions and are less likely to rely on **and**, **and then**, to order events. They also start to use some descriptive and precise vocabulary.

Brightpath score range 180 – 230 As students' story-telling abilities develop, it becomes easier for the listener to follow the sequence of events.

These students start to demonstrate some understanding of the requirements of story-telling such as naming characters, explaining characters' actions and emotions, be it in very simple ways. They also attempt to orientate the listener and include a complication in their story.

Students in this ability range more successfully use the past tense to tell their stories, but they drift into the present tense when they revert to describing the pictures. These students mostly use simple and compound sentences. They also use additive connectives to link events.

Brightpath score range 100 – 180 Students lowest on the scale typically state the actions in the pictures rather than tell a story. They use a limited range of common nouns (dog, frog, window, bees) to name objects and verbs (doing, getting, singing) to describe actions. Actions are described through short, simple and incomplete sentences.

These students sometimes use the simple past tense but they are likely to swap to the present continuous tense because they describe what they see in the pictures rather than tell a story.
