**BHP English progression map: Spoken Language**

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| **Aspect** | **Foundation** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening and responding** |  | Listen carefully and respond to others. | | Listen and respond to the contributions of others. | Listen and respond to the instructions, contributions or viewpoints of others. | Listen and respond appropriately to the instructions, contributions or viewpoints of others. | Listen to and build on the contributions of others in discussions and debates. | Listen to and evaluate a range of different contributions and viewpoints. |
| **Questioning** |  | Ask and answer questions using who, what, where, why, how and when. | | Ask and answer relevant questions in different contexts. | Ask for specific additional information with a supplementary question. | Ask a series of questions to speculate, imagine and explore ideas. | Ask and answer questions to solve problems, hypothesise and think critically. | Explore complex questions. |
| **Vocabulary** | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. | Use subject-specific vocabulary to explain and describe. | Suggest words or phrases that are appropriate to the topic. | | Use interesting adverbial phrases and noun phrases in a discussion or presentation. | Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. | Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener. | Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener. |
| **Discussion** | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Participate in group talk, role play and performances. | Talk confidently in a group or whole class scenario in a range of different contexts. | | Articulate and justify an idea or opinion. | Challenge opinions and points of view, offering an alternative viewpoint or opinion. | Present opinions, points of view and arguments related to a topic or debate. | Consider and evaluate different viewpoints, attending to and building on the contributions of others. |
| **Articulating** | Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Speak in a way that is clear and easy to understand. | Speak clearly, pronouncing words correctly and audibly. | | Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. | Respond appropriately to others and make some extended contributions in formal and informal discussions. | Give clear, concise descriptions, explanations and narratives in different contexts. | Choose between formal and informal language, depending on the situation. |