The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.

3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
   - showing interest to communicate,
   - facing the listener,
   - maintaining eye contact,
   - speaking at a volume appropriate to the situation,
   - enhancing own spoken texts with appropriate gestures and facial expressions,
   - responding readily to others' questions, opinions or comments, and
   - turn-taking in conversations and discussions.
   Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.

4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.

5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

ATM = Attainment Milestone

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	**Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions**	**Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication**	**Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication**	**Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies**	**Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies**	**Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies**	**Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects**
Pointers *Learners can, for example,* • exchange simple greetings and farewells • make simple requests • state their own name and age • name some objects, animals and colours • express likes and dislikes	Pointers *Learners can, for example,* • express and respond to thanks and apologies • accept or decline offers • ask and answer questions in very short, common social exchanges (e.g. buying and selling) • give brief descriptions of objects, people or places in show-and-tell activities • role play scripts from short, simple fables and stories • give brief and simple personal responses to the characters or events in stories read in class	Pointers *Learners can, for example,* • open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions • give short and simple instructions to complete a task (e.g. making a sandwich) • retell a small part of a familiar story heard in class • respond to characters and events in familiar stories through making some simple evaluative remarks	Pointers *Learners can, for example,* • open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions • give simple presentations on topics of personal choice, mainly based on information from prepared scripts • express simple opinions about a topic of interest • recount simple events by providing a clear sequence • retell simple and familiar stories • respond to characters and events in familiar stories through describing own related experiences and making simple evaluative remarks	Pointers *Learners can, for example,* • sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate • give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end • express opinions about a topic of interest with some reasons • recount events by providing details of who, what, when, where and/or why • summarise part of a text (e.g. a story or an article) • respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks	Pointers *Learners can, for example,* • sustain conversational exchanges and contribute to discussions on familiar topics (e.g. planning and carrying out a project about festivals), seeking further information, acknowledging and encouraging others' contributions as appropriate • give presentations on familiar topics with some elaboration on appropriate aspects, repeating the key points as appropriate • express opinions about a topic of interest, with supporting evidence (e.g. source, data, quotes) • summarise a text • respond to characters, events and issues in imaginative and narrative texts through giving some evaluative comments	Pointers *Learners can, for example,* • sustain conversational exchanges and contribute to discussions on less familiar topics (e.g. planning and carrying out a project on genetically modified food) in addition to familiar ones, leading and redirecting discussions as appropriate • give presentations on both familiar and less familiar topics with some elaboration on appropriate aspects, rephrasing the key points as appropriate • present views and arguments with reasons and illustrations, summarising or reformulating for the benefit of others • summarise different viewpoints in a discussion • respond to characters, events, issues and themes in imaginative and narrative texts through giving evaluative comments	Pointers *Learners can, for example,* • extend conversational exchanges and make significant contributions in discussions on a variety of topics, using negotiation skills to solve problems or reach consensus • give presentations on both familiar and less familiar topics with elaboration on appropriate aspects, adding some spontaneous remarks as appropriate • present persuasive views with elaboration and justification • put forward arguments and refute opposing points of view with justification • paraphrase the content of oral and written texts for various purposes (e.g. clarification and recapitulation) • respond to characters, events, issues and themes in imaginative and narrative texts through giving substantial evaluative comments

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	**Using some simple language forms and functions quite appropriately**	**Using some simple language forms and functions quite appropriately and accurately**	**Using simple language forms and functions quite appropriately and accurately**	**Using a small range of language forms and functions quite appropriately and accurately**	**Using a range of language forms and functions quite appropriately and accurately**	**Using a range of language forms and functions generally appropriately and accurately**	**Using a wide range of language forms and functions generally appropriately and accurately**
Pointers *Learners can, for example,* • use simple formulaic expressions to engage in classroom routines (e.g. *'How are you?'* / *'I'm fine, thank you.'*, *'Pardon?'*, *'May I go to the toilet, please?'*) • use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions • use mainly single-word utterances or short phrases to convey meaning	Pointers *Learners can, for example,* • use a small range of formulaic expressions, and some simple vocabulary from school texts • ask and answer some simple questions with a formulaic stem (e.g. *'Is it red?'* / *'Yes, it is.'*, *'What is it?'* / *'It's a bike.'*) • produce simple phrases and short sentences involving repetition or listing (e.g. *'I like bananas, apples and oranges.'*) • use mainly simple present tense to describe present states and habitual actions with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: *Hello. May I speak to Tony, please?* B: *Speaking.* A: *This is Peter. Are you coming to my house this Saturday?* B: *Yes I am.* A: *Ok. See you then.* B: *See you.*) • ask 'Yes/No' and simple 'Wh' questions with some consistency • use imperatives to give instructions, and express obligations and prohibitions with some consistency • use present continuous and future tenses with some consistency • use modals to talk about abilities with some consistency • use simple connectives and pronouns to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues • ask 'Wh' questions with some consistency • use familiar past tense verb forms with some consistency • use modals for some communicative functions with some consistency • use simple adjectives/ adjective phrases to describe things and feelings with some consistency • use simple adverbs/adverb phrases to describe time, place and manner with some consistency • use some connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues • ask 'Wh' questions with some consistency • use a small range of tenses to refer to past, present and future events with some consistency • use modals for a small range of communicative functions with some consistency • use a small range of adjectives/adjective phrases to describe and compare with some consistency • use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency • use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality • ask a range of questions including indirect questions in conversations and group discussions with some consistency • use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency • use modals for a range of communicative functions with some consistency • use a range of adjectives/ adjective phrases to describe and compare with some consistency • use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with some consistency • use a range of connectives, pronouns and possessive adjectives to link ideas with some consistency	Pointers *Learners can, for example,* • use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality • ask a range of questions including indirect questions in conversations and group discussions with consistency • use a range of tenses, and active/passive voice for various purposes with some consistency • use modals for a range of communicative functions with consistency • use a range of adjectives/ adjective phrases to describe and compare with consistency • use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency • use a range of connectives, pronouns and possessive adjectives to link ideas with consistency	Pointers *Learners can, for example,* • use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality • use a range of tenses, and active/passive voice for various purposes with consistency • use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	**Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately**	**Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation**	**Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation**	**Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation**	**Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation**	**Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation**	**Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation**
Pointers *Learners can, for example,* • pronounce some simple words with generally accurate word stress	Pointers *Learners can, for example,* • pronounce most simple words with generally accurate word stress • read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy	Pointers *Learners can, for example,* • pronounce simple words quite accurately • pronounce occasionally the final consonants of words (e.g. *'five', 'six', 'fat'*) • produce short spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud short and simple texts quite fluently	Pointers *Learners can, for example,* • pronounce most familiar words quite accurately • pronounce some sound clusters quite accurately (e.g. *'drink', 'watched'*) • produce spontaneous utterances showing an awareness of stress, rhythm and intonation • read aloud simple texts fluently	Pointers *Learners can, for example,* • pronounce most familiar words and some unfamiliar words quite accurately • pronounce most sound clusters quite accurately • produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar	Pointers *Learners can, for example,* • pronounce most familiar and unfamiliar words quite accurately • pronounce most sound clusters generally accurately • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar	Pointers *Learners can, for example,* • pronounce most familiar and unfamiliar words accurately • produce long utterances with generally appropriate stress, rhythm and intonation	Pointers *Learners can, for example,* • speak English with clear and accurate pronunciation • produce long utterances naturally using appropriate stress, rhythm and intonation