

## Meadgate Primary School Progression of Skills Speaking and Listening, Discussion and Drama

Speaking	
Year 1	<ul style="list-style-type: none"> <li>• Tell a story or describe an incident clearly</li> <li>• Retell a story or incident in which events are ordered</li> <li>• Read aloud clearly and use some intonation for effect</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Add detail to their talk to keep the listener interested</li> <li>• Use emphasis, story language and interesting vocabulary when telling stories</li> <li>• Use gesture to support talk</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Speak fluently in sentences and without hesitation</li> <li>• Annotate poems and stories and perform them</li> <li>• Plan and deliver a presentation with an 'attention grabbing' opening and a satisfying conclusion</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Justify a view by giving reasons and evidence</li> <li>• Tell a story which is clear, structured and detailed</li> <li>• Use formal/informal registers when appropriate</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Present a well structured, persuasive argument including reasons and evidence</li> <li>• Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener</li> <li>• Use language fluidly to speculate, hypothesise, imagine and explore ideas</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Give and justify an opinion in an appropriate manner</li> <li>• Agree and disagree constructively with others' views</li> <li>• Monitor the effect of their talk on the listener and adapt it in response</li> </ul>
Listening	
Year 1	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• Listen and follow instructions accurately, asking for help or clarification if necessary</li> <li>• Listen with sustained concentration</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Follow up listening with relevant questions</li> <li>• Comment constructively after listening</li> <li>• Be able to extract key points when listening to an adult</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Hold a conversation with peers and adults</li> <li>• Evaluate the effectiveness of others' performances</li> <li>• Evaluate the effectiveness of others' presentations</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Make notes when listening</li> <li>• Recognise and analyse formal/informal registers when listening</li> <li>• Ask relevant questions after listening to build understanding</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>Analyse the use of persuasive language in different contexts</li> <li>Analyse techniques designed to engage the listener</li> <li>Identify and analyse the use of different question types e.g. open, closed , leading, probing, hypothetical, rhetorical, challenging and reflective</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Make notes when listening for a sustained period</li> <li>Identify and adopt the features of formal register</li> <li>Analyse and evaluate a range successful speakers for useful techniques</li> </ul>
Discussion	
Year 1	<ul style="list-style-type: none"> <li>Take turns in a group</li> <li>Listen to other pupils during group work</li> <li>Explain their thoughts to a group</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Keep on topic during discussion</li> <li>Reach agreement in a group</li> <li>Ensure all group members have a turn</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Disagree politely with peers</li> <li>Use discussion to organise roles within a group</li> <li>Discuss a wider range of feelings and emotions</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Use inclusion techniques in a group e.g. questions, eye contact, people's names</li> <li>Address alternative opinions in discussion</li> <li>Take different roles in groups e.g. leader, reporter, scribe, mentor</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Plan and manage a group task over time</li> <li>Use a range of techniques (e.g. compromise, considering consequences, combining ideas) to reach an agreement in a group</li> <li>Use a range of question types in discussion and conversation</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Use the conventions and language of formal debate</li> <li>Successfully counter another argument during a debate or discussion</li> <li>Consider, evaluate and build on different viewpoints during debates and discussions</li> </ul>
Drama	
Year 1	<ul style="list-style-type: none"> <li>Respond to other characters in role</li> <li>Pretend to be a character, showing feelings through words and action</li> <li>Take turns speaking their part in acting out familiar stories words and actions</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Make up plays from stories and other stimuli</li> <li>Show a character through movement</li> </ul>

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	<ul style="list-style-type: none"> <li>• Learn and deliver some lines</li> <li>• Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Create atmosphere through the use of voice and movement</li> <li>• Create characters in an improvised drama</li> <li>• Devise and act in plays showing character through voice and movement</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Articulate clearly and project the voice</li> <li>• Choose vocabulary and movement to match the place and time in a scene</li> <li>• In a group, present their own play by learning lines, making props and creating simple sound and light effects</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Vary voice for dramatic effect e.g. by using volume, tone and pitch</li> <li>• Invent dialogue, gesture and movement to suit a character</li> <li>• Perform a published script experimenting with voice, gesture and staging</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Interpret and rehearse scenes from published plays</li> <li>• Sustain a character in role</li> <li>• Organise and present a play for an invited audience</li> </ul>

All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression. Teaching these will lead to a more rounded and complete English curriculum for the pupils at Meadgate Primary School.