

## Larkrise 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 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 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 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	

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<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers Listen and follow instructions accurately, asking for help or clarification if necessary</li> <li>• Listen with sustained concentration</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Follow up listening with relevant questions Comment constructively after listening</li> <li>• Be able to extract key points when listening to an adult</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Hold a conversation with peers and adults Evaluate the effectiveness of others' performances</li> <li>• Evaluate the effectiveness of others' presentations</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• <b>Make notes when listening</b> Recognise and analyse formal/informal registers when listening</li> <li>• Ask relevant questions after listening to build understanding</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• <b>Analyse the use of persuasive language in different contexts</b></li> <li>• <b>Analyse techniques designed to engage the listener</b> Identify and analyse the use of different question types e.g. open, closed , leading, probing, hypothetical, rhetorical, challenging and reflective</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• <b>Make notes when listening for a sustained period</b> Identify and adopt the features of formal register</li> <li>• <b>Analyse and evaluate a range successful speakers for useful techniques</b></li> </ul>
<b>Discussion</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Take turns in a group Listen to other pupils during group work</li> </ul>

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	<ul style="list-style-type: none"> <li>• Explain their thoughts to a group</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Keep on topic during discussion 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 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 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 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.