

Spoken Language and Drama Progression Map 2020 – 2021

Spoken Language	Nursery * Stoborough Primary does not have a nursery; these expectations are to be used as guidance with feeder early years settings.	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and respond appropriately to adults and their peers	<p>switch attention from what they are doing to what an adult is saying</p> <p>use correct word order</p> <p>say a simple complete sentence</p> <p>use longer sentences of four to six words</p> <p>connect one idea or action to another</p> <p>use simple past and present tense orally</p>	<p>understand why it is important to listen</p> <p>listen to and talk about stories to build familiarity and understanding</p> <p>listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>use future tense</p>	<p>concentrate on the person talking, ignoring background noise and movement not relevant to the situation</p>	<p>when listening, focus on the key points they need in order to answer a question</p>	<p>when listening to information, work out which information is the most key in order to organise and present an answer</p>	<p>when listening to complex information identify key elements and make relevant, related comments</p>	<p>identify key elements and make relevant, related comments on complex information heard from a range of speakers in a range of situations</p>	<p>understand the key points made by a number of speakers</p> <p>compare different points of view of speakers</p>
	<p>follow directions</p>	<p>listen to and follow two part instructions</p>	<p>understand 2-3-part verbal instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when'</p>	<p>understand complex 2-3 part instructions in any context</p>	<p>explains the consequences if instructions are not followed</p>	<p>follow multi-step instructions without the need for repetition</p>	<p>infer meanings, reasons and make predictions from verbal instructions</p>	<p>evaluate instructions for purpose and clarity</p>

Ask relevant questions to extend their understanding and knowledge	understand 'why' questions	ask questions to find out more	ask questions to find out things using 'how' and 'why'	ask a range of different types of questions to find out specific information	use a series of questions to explore topic further	use follow up questions linked to answers that have just been given	prepare questions for a specific visitor for own line of research	understand and use different types of questions: open, closed, rhetorical
	know the difference between a question and a statement	ask questions to check they understand what has been said	be aware of and say when they haven't understood something	recognise when a message is not clear, and say why it is not clear	be aware of when they haven't understood something because of the vocabulary used, and ask a general clarification with a question	be aware of when they can't remember relevant facts and ask for an explanation	ask clarification questions that require the speaker to elaborate on what they have said	identify clearly when they have not understood and be specific about what additional information they need
use relevant strategies to build their vocabulary	understand and use words that are not in their usual everyday speech such as vocabulary in books and phrases 'you are welcome..'	able to group and name members of a category and suggest possible category names use new vocabulary in different contexts	identify a word from clues, or give others clues using shape, size, function, etc	compare and discuss words by the way they look, sound or their meaning. For example, bare/bear, two/to/too	experiment with new vocabulary in different contexts to test out understanding and learn from mistakes	ask specific questions to clarify their understanding of vocabulary in different contexts	Clarify their understanding of standard and non-standard vocabulary in different contexts	Clarify their understanding of traditional and archaic language
use of Standard English	copy modelled social phrases	imitate heard popular language use social phrases	know that there are some terms or expressions that are only used amongst friends	use more formal language with adults	re-phrase what they want to say according to the audience	understands and can use popular colloquial expressions	use precise language and information according to the needs of the audience	make appropriate choices between standard English, colloquialism or dialect

<p>describe, explain, narrate, justify answers, arguments and opinions and expressing feelings</p>	<p>describe objects or events using adjectives and nouns in response to a question</p> <p>tell a story using story language</p>	<p>describe events in detail using pictures or other prompts</p> <p>engage in story time</p> <p>repeat chunks of a story they know well some as exact repetition and some in their own words</p> <p>articulate their ideas and thoughts in full sentences</p>	<p>describe the steps of an event they have experienced</p> <p>tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order, with prompts</p> <p>express feelings and ideas when speaking about matters of immediate interest, including likes and dislikes</p>	<p>describe how to solve a problem</p> <p>tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p> <p>distinguish between fact and opinion</p> <p>use conjunctions to help to justify or explain something</p>	<p>describe events clearly including key details with a clear narrative structure</p> <p>vary voice and language to express feelings at key moments in the story</p> <p>explain reasons for choices and viewpoints in class discussions</p>	<p>choose information to include for a desired outcome or to suit an audience</p> <p>consciously add description to retelling to evoke emotion</p> <p>clarify, summarise and explain choices</p> <p>adapt own opinion through taking notice of the opinion of others</p>	<p>ensures the place and time is described authentically to its time and location</p> <p>present a point of view using persuasive language in order to reach desired outcome</p> <p>present conflicting views of an argument to reach a considered conclusion</p>	<p>manipulate narrative pace to reflect mood or setting</p> <p>present a strong argument in a formal debate on an issue, using the language and procedures of debating</p>
<p>maintain attention and participate actively in collaborative conversations, consider and evaluate different viewpoints,</p>	<p>start a conversation with an adult or a friend</p> <p>can talk with others to solve conflicts</p> <p>expresses a point of view</p> <p>can debate with an adult or a friend using words and actions</p>	<p>know when it is their turn to speak</p> <p>thinks about the perspectives of others</p>	<p>take turns to talk, listen and respond in a two way conversations and in a group</p> <p>respond to points made</p> <p>keep to topic and respond to prompts to move on</p>	<p>initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</p> <p>ask many questions to find out information and respond appropriately to the answers</p> <p>take turns, listening carefully to others and politely agrees or disagrees with them</p>	<p>initiate and sustain a conversation remaining on topic</p> <p>understand another's point of view and show whether they agree or disagree</p>	<p>sustain a conversation by giving reasons and explaining choices and views</p> <p>Add or omit detail according to how much is already known by the listener</p> <p>respond to the opinions of others in the group</p>	<p>use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing</p> <p>realises when the listener doesn't fully understand and clarify</p> <p>present a point of view by presenting evidence and using persuasive language with familiar topics</p>	<p>negotiate an agreement explaining other options and possible outcomes</p> <p>reflect on several people's opinions or suggestions and summarises or suggest a compromise</p> <p>recognise significance of detail and implicit meaning in others' contributions</p> <p>present a point of view by presenting evidence and use persuasive language with academic topics</p>

Drama	Nursery	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drama: evaluate	respond to others in role	know the difference between a story and a play	suggest a way to improve a performance	recognise different types of drama consider how mood and atmosphere are created in live or recorded performances	reflect on the issues or dilemmas being explored through drama evaluate quality of performance referring to gesture action and costume	compare different interpretations of the same text	interpret work of playwrights studied in year 5 or previously and make connections with their own work reflect on how working in role helps to explore complex issues	analyse how plots and characters are portrayed in drama consider how a drama could be adapted for a different audience
Drama: create	pretend play using an object to represent something else explore past and future create an imaginative and complex small world develop complex stories using small world create group rules during role play	offer ideas for imagined situations develop storylines negotiate which role they might play	make plays from stories remember their words and speak clearly in short presentations, performances and role play	practise to ensure a coherent performance for an audience use a range of stimuli for their performance such as poems objects picture include narration in their planning	research the context of a drama piece	devise simple scripts through improvisation take on different roles in discussion with peers	develop a script with a clear structure using stage directions and making use of dramatic convention	modify and adapt scripts as a result of reflection and the rehearsal process
Drama: perform	engage in imaginative play copy a modelled character voice	take part in acting out imagined situations use different voices for different characters or types of presentation	use costume or props to make characterisation clearer	play a character different to self perform a dialogue to engage the interest of the audience exaggerate to make a story more interesting	establish a character with control over movement and voice	sustain a defined character using voice movement, gesture and facial expression use intonation to give added emphasis use humour effectively	adopt and sustain a range of roles	combine elements sound/silence movement/stillness