

Maltese Road Primary School Progression of Skills

Speaking and Listening, Discussion and Drama

Speaking	
Year 1	• Tell a story or describe an incident clearly • Retell a story or incident in which events are ordered • Read aloud clearly and use some intonation for effect
Year 2	☐ Add detail to their talk to keep the listener interested ☐ Use emphasis, story language and interesting vocabulary when telling stories ☐ Use gesture to support talk
Year 3	• Speak fluently in sentences and without hesitation • Annotate poems and stories and perform them • Plan and deliver a presentation with an ‘attention grabbing’ opening and a satisfying conclusion
Year 4	• Justify a view by giving reasons and evidence • Tell a story which is clear, structured and detailed • Use formal/informal registers when appropriate
Year 5	• Present a well structured, persuasive argument including reasons and evidence • Use repetition, recapping and humour in storytelling and presentations to maintain the interest of the listener • Use language fluidly to speculate, hypothesise, imagine and explore ideas
Year 6	• Give and justify an opinion in an appropriate manner • Agree and disagree constructively with others’ views • Monitor the effect of their talk on the listener and adapt it in response
Listening	
Year 1	• Listen and respond appropriately to adults and peers • Listen and follow instructions accurately, asking for help or clarification if necessary • Listen with sustained concentration
Year 2	• Follow up listening with relevant questions • Comment constructively after listening • Be able to extract key points when listening to an adult
Year 3	• Hold a conversation with peers and adults • Evaluate the effectiveness of others’ performances • Evaluate the effectiveness of others’ presentations
Year 4	☐ Make notes when listening ☐ Recognise and analyse formal/informal registers when listening ☐ Ask relevant questions after listening to build understanding

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Year 5	- Analyse the use of persuasive language in different contexts - Analyse techniques designed to engage the listener - Identify and analyse the use of different question types e.g. open, closed , leading, probing, hypothetical, rhetorical, challenging and reflective
Year 6	☐ Make notes when listening for a sustained period ☐ Identify and adopt the features of formal register ☐ Analyse and evaluate a range successful speakers for useful techniques
Discussion	
Year 1	- Take turns in a group - Listen to other pupils during group work - Explain their thoughts to a group
Year 2	- Keep on topic during discussion - Reach agreement in a group - Ensure all group members have a turn
Year 3	☐ Disagree politely with peers ☐ Use discussion to organise roles within a group ☐ Discuss a wider range of feelings and emotions
Year 4	☐ Use inclusion techniques in a group e.g. questions, eye contact, people's names ☐ Address alternative opinions in discussion ☐ Take different roles in groups e.g. leader, reporter, scribe, mentor
Year 5	☐ Plan and manage a group task over time ☐ 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
Year 6	- Use the conventions and language of formal debate - Successfully counter another argument during a debate or discussion - Consider, evaluate and build on different viewpoints during debates and discussions
Drama	
Year 1	☐ Respond to other characters in role ☐ Pretend to be a character, showing feelings through words and action ☐ Take turns speaking their part in acting out familiar stories words and actions
Year 2	- Make up plays from stories and other stimuli - Show a character through movement

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	• Learn and deliver some lines • Improve their plays by practising and adding simple theatrical effects e.g. props and sound effects
Year 3	□ Create atmosphere through the use of voice and movement □ Create characters in an improvised drama □ Devise and act in plays showing character through voice and movement
Year 4	• Articulate clearly and project the voice • Choose vocabulary and movement to match the place and time in a scene • In a group, present their own play by learning lines, making props and creating simple sound and light effects
Year 5	• Vary voice for dramatic effect e.g. by using volume, tone and pitch • Invent dialogue, gesture and movement to suit a character • Perform a published script experimenting with voice, gesture and staging
Year 6	• Interpret and rehearse scenes from published plays • Sustain a character in role • Organise and present a play for an invited audience

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.