

Speaking, Listening, Learning: working with children in Key Stages 1 and 2

Teaching objectives

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.



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Speaking, Listening, Learning: working with children in Key Stages 1 and 2

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Teaching objectives





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 Preface

This booklet aims to support a more systematic approach to speaking and listening by providing a set of relevant objectives which can be built into teaching and learning across the primary age range.

These teaching objectives have been extracted from and refer to *Speaking, Listening, Learning: working with children in Key Stages 1 and 2: **Teaching objectives and classroom activities*** (DfES 0627-2003 G) in order to give teachers a more practical reference document for use in the classroom.

Details of other materials in the Speaking, Listening, Learning series can be found on the Primary National Strategy website www.standards.dfes.gov.uk/primary

Introducing the teaching objectives

In the first part of this section, the teaching objectives are numbered sequentially across the years for ease of reference (see pages 6–11).

The teaching objectives cover four strands of speaking and listening in a systematic way across the terms and years.

There are four objectives suggested for teaching each term. Sometimes two are combined together where there is a particularly supportive link between them. In these instances (objectives 42, 55, 62 and 66), the two objectives are listed in the most logical order for the teaching sequence. In every term there is at least one explicit link made between a speaking and listening objective and one in the National Literacy Strategy *Framework for teaching*. In practice, the literacy link may precede or follow the specific teaching of speaking and listening. Within each term, a further principle is that at least one speaking and listening objective should be taught in the context of a foundation subject. The remaining two may be contextualised in English, mathematics or other foundation subjects. It is also important to plan for effective contexts to reinforce and extend the new knowledge gained in the speaking and listening lesson sequence.

Each objective is set out in the same way.

The diagram illustrates the structure of a teaching objective for Year 3 term 1. It shows four objectives (25, 26, 27, 28) listed vertically. Each objective is numbered and includes a strand name, a bolded objective description, and an example. Objective 27 includes a key to video example and teaching sequence. Objective 28 includes a link to NLS objectives 2 and 3. Callouts point to various parts of the objectives:

- number of the objective**: points to the number '25'.
- strand**: points to the word 'Speaking'.
- objective**: points to the bolded objective description.
- year group and term**: points to the vertical text 'Year 3 term 1'.
- link to NLS objective**: points to the text 'Link with NLS text objectives 2 and 3'.
- possible link with other subject**: points to the text 'Link with NLS text objectives 2 and 3'.
- explanation to help interpret the objective for teaching**: points to the example text 'e.g. working together as a whole class to generate ideas for writing'.
- key to video example and teaching sequence**: points to the video and book icons.

In the second section, the objectives are shown in strands. Each strand is set out by year to show progression (see pages 12–19).

The numbering is retained across the different strands. This arrangement of the objectives is useful for discussion and monitoring across the key stages. It is possible to make some adaptation to the objectives but, in the first instance, they should be used in their original form. This is in order to ensure a systematic approach to planning, teaching and learning within and between years.

Year 1 term 1	<p>1. Speaking to describe incidents or tell stories from their own experience, in an audible voice e.g. recounting events using detail, following teacher modelling.</p> <p><i>Link with NLS text objectives 5 and 9.</i></p>	 
	<p>2. Listening to listen with sustained concentration e.g. identifying points of interest when listening to an explanation.</p>	
	<p>3. Group discussion and interaction to ask and answer questions, make relevant contributions, offer suggestions and take turns e.g. when devising ways of sorting items in the classroom.</p>	
	<p>4. Drama to explore familiar themes and characters through improvisation and role-play e.g. using story boxes and bags of props to create characters.</p> <p><i>Link with NLS text objective 7.</i></p>	
Year 1 term 2	<p>5. Speaking to retell stories, ordering events using story language e.g. using different techniques to recall and invent well-structured stories.</p> <p><i>Link with NLS text objectives 4 and 5.</i></p>	
	<p>6. Listening to listen and follow instructions accurately, asking for help and clarification if necessary e.g. learning about the purpose of instructions, devising and following more complex instructions.</p>	
	<p>7. Group discussion and interaction to take turns to speak, listen to others' suggestions and talk about what they are going to do e.g. devising simple rules for turn-taking and contributing in groups.</p>	
	<p>8. Drama to act out own and well-known stories, using different voices for characters e.g. using drama techniques to portray characters and motives.</p> <p><i>Link with NLS text objectives 9 and 15.</i></p>	 
Year 1 term 3	<p>9. Speaking to interpret a text by reading aloud with some variety in pace and emphasis e.g. in shared reading, comparing impact of different ways of reading aloud and linking with meaning of text.</p> <p><i>Link with NLS text objective 3.</i></p>	
	<p>10. Listening to listen to tapes or videos and express views about how a story or information has been presented e.g. learning to select and describe key features of effective media presentations.</p>	
	<p>11. Group discussion and interaction to explain their views to others in a small group, and decide how to report the group's views to the class e.g. devising and sharing criteria for choosing a new book for the class library.</p>	
	<p>12. Drama to discuss why they like a performance e.g. talking about effective features of dramatic performance such as voice, gesture, movement.</p>	

Year 2 term 1

13. Speaking

to speak with clarity and use intonation when reading and reciting texts

e.g. learning choral techniques to emphasise rhythm and meaning.

Link with NLS text objective 7.

14. Listening

to listen to others in class, ask relevant questions and follow instructions

e.g. listening to and questioning instructions for devising a game.



15. Group discussion and interaction

to listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member

e.g. learning how to pool views, make decisions and allocate tasks.

16. Drama

to adopt appropriate roles in small or large groups and consider alternative courses of action

e.g. developing a plot and characters from a text, image or artefact.



Year 2 term 2

17. Speaking

to tell real and imagined stories using the conventions of familiar story language

e.g. including relevant detail, keeping the listeners' interest and sustaining an account.

Link with NLS text objective 7.

18. Listening

to respond to presentations by describing characters, repeating some highlights and commenting constructively

e.g. watching mini-dramas in class, selecting features for comment.

19. Group discussion and interaction

to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement

e.g. working collaboratively in planning, predicting and carrying out an investigative task.



20. Drama

to consider how mood and atmosphere are created in a live or recorded performance

e.g. comparing two short video extracts, choosing words to describe effects of costumes, set, lighting and music.

Year 2 term 3

21. Speaking

to use language and gesture to support the use of models/diagrams/displays when explaining

e.g. showing how something works, combining language and gesture.



22. Listening

to listen to a talk by an adult, remember some specific points and identify what they have learned

e.g. considering how a speaker's main points are emphasised or changed because of listeners' reactions.

23. Group discussion and interaction

to work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on

e.g. comparing books by the same author and deciding whether themes are the same or different.

Link with NLS text objectives 4 and 7.

24. Drama

to present parts of traditional stories, own stories or work from different parts of the curriculum for members of their class

e.g. deciding which parts of a story to dramatise and developing a polished presentation of a key moment.

Year 3 term 1

25. Speaking
to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively
 e.g. using language to structure information, taking account of listeners' knowledge.

26. Listening
to follow up others' points and show whether they agree or disagree in a whole-class discussion
 e.g. working together as a whole class to generate ideas for writing.

27. Group discussion and interaction
to use talk to organise roles and action
 e.g. agreeing a plan for carrying out an investigation in science, organising jobs and meeting deadlines.

28. Drama
to present events and characters through dialogue to engage the interest of an audience
 e.g. acting out a dialogue between two characters, bringing out the differences between them.
Link with NLS text objectives 2 and 3.

Year 3 term 2

29. Speaking
to choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
 e.g. presenting poems from other cultures using intonation to interpret punctuation and emphasise meaning.
Link with NLS text objectives 4 and 5.

30. Listening 
to identify the presentational features used to communicate the main points in a broadcast
 e.g. identifying main sections of a video and how these are signalled through voice-over, music and graphics.

31. Group discussion and interaction
to actively include and respond to all members of the group
 e.g. encouraging contributions by use of questions, eye contact and people's names when discussing an issue.

32. Drama 
to identify and discuss qualities of others' performances, including gesture, action, costume
 e.g. responding to a live or recorded performance by selecting dramatic features for comment.

Year 3 term 3

33. Speaking
to sustain conversation, explaining or giving reasons for their views or choices
 e.g. making extended contributions when explaining solutions to problems or choosing equipment for a classroom task.

34. Listening
to identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus
 e.g. listening for words and phrases such as *now, then, next* as video moves from presenter to film clip.

35. Group discussion and interaction 
to use the language of possibility to investigate and reflect on feelings, behaviour or relationships
 e.g. investigating and reflecting on the interactions between characters when reading a story.
Link with NLS text objective 5.

36. Drama
to use some drama strategies to explore stories or issues
 e.g. working with different techniques to explore key aspects of relationships or situations.

Year 4 term 1

37. Speaking

to use and reflect on some ground rules for dialogue

e.g. making structured, extended contributions, speaking audibly, making meaning explicit and listening actively.



38. Listening

to compare the different contributions of music, words and images in short extracts from TV programmes

e.g. analysing qualities of a narrator's voice which contribute to impact.

39. Group discussion and interaction

to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor

e.g. sustaining different roles when carrying out a decision-making task.



40. Drama

to comment constructively on plays and performance, discussing effects and how they are achieved

e.g. watching plays written in class and comparing effects achieved by different groups.

Link with NLS text objectives 5, 6 and 13.

Year 4 term 2

41. Speaking

to respond appropriately to the contributions of others in the light of alternative viewpoints

e.g. providing evidence to maintain their own view or modifying their views because of what others have said.

42. Listening

to listen to a speaker, make notes on the talk and use the notes to develop a role-play

e.g. listening to an expert explaining their job, using notes as a basis for improvisation.



Drama

to develop scripts based on improvisation

e.g. filling out brief notes, expanding on key words as the basis for script writing.

Link with NLS text objectives 21 and 22.

43. Group discussion and interaction

to use time, resources and group members efficiently by distributing tasks, checking progress, making backup plans

e.g. carrying out an ICT task effectively by organising both electronic and paper resources.

Year 4 term 3

44. Speaking

to tell stories using voice effectively

e.g. identifying the ways presentational features contribute to message and impact.

45. Listening

to investigate how talk varies with age, familiarity, gender and purpose

e.g. listening for differences between face-to-face introductions and talking on the telephone.

46. Group discussion and interaction

to identify the main points of each speaker, compare their arguments and how they are presented

e.g. developing an oral presentation from previous written work and identifying some presentational differences.

Link with NLS text objective 21.

47. Drama

to create roles showing how behaviour can be interpreted from different viewpoints

e.g. presenting characters as they might see themselves, then as others see them.

Year 5 term 1	<p>48. Speaking to tell a story using notes designed to cue techniques, such as repetition, recap and humour e.g. converting notes of story outline into cue cards to support story telling. <i>Link with NLS text objective 14.</i></p>	
	<p>49. Listening to identify some aspects of talk which vary between formal and informal occasions e.g. contrasting excerpts from a national news broadcast and children's TV.</p>	
	<p>50. Group discussion and interaction to plan and manage a group task over time by using different levels of planning e.g. using knowledge of group roles to organise and accomplish a collaborative activity.</p>	
	<p>51. Drama to perform a scripted scene making use of dramatic conventions e.g. using and interpreting stage directions to enhance performance. <i>Link with NLS text objectives 5 and 18.</i></p>	
Year 5 term 2	<p>52. Listening to identify different question types and evaluate impact on audience e.g. distinguishing open, closed, leading, negative and rhetorical questions.</p> <p>Speaking to use and explore different question types e.g. how to vary and sequence questions.</p>	
	<p>53. Group discussion and interaction to understand and use the processes and language of decision making e.g. considering consequences and alternatives, achieving compromise where necessary, using language to seek agreement. <i>Link with NLS text objective 7.</i></p>	
	<p>54. Drama to reflect on how working in role helps to explore complex issues e.g. sustaining work in role to explore issues from different social, cultural or historical perspectives.</p>	
Year 5 term 3	<p>55. Listening to analyse the use of persuasive language e.g. how a speaker uses emphasis, rhetoric and gesture effectively.</p> <p>Speaking to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language e.g. preparing a group presentation of the pros and cons of a current issue. <i>Link with NLS text objectives 15 and 19.</i></p>	
	<p>56. Group discussion and interaction to understand different ways to take the lead and support others in groups e.g. identifying how to organise, chair, report, listen constructively and draw others in.</p>	
	<p>57. Drama to use and recognise the impact of theatrical effects in drama e.g. describing and reflecting on style and genre in performances.</p>	

Year 6 term 1

58. Speaking

to use a range of oral techniques to present persuasive argument

e.g. attracting and holding listeners' attention through what is said and how it is delivered.



59. Listening

to analyse and evaluate how speakers present points effectively through use of language and gesture

e.g. identifying techniques including humour, irony, pace, volume, colloquialisms, standard and non-standard forms.

60. Group discussion and interaction

to understand and use a variety of ways to criticise constructively and respond to criticism

e.g. seeking clarification, offering additional information, adjusting ideas about content and style of presentations.

61. Drama

to consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

e.g. evaluating different performances of an adaptation of a classic text.

Link with NLS text objectives 1 and 9.

Year 6 term 2

62. Listening

to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose

e.g. listening to extended presentations, making notes on content, style and points to question.

Speaking

to participate in a whole-class debate using the conventions and language of debate, including standard English

e.g. learning how to encourage and handle relevant questions from an audience, including how to manage disagreement.

Link with NLS text objectives 15 and 18.

63. Group discussion and interaction

to consider examples of conflict and resolution, exploring language used

e.g. identifying ways of coping with disagreement so that the discussion proceeds.

64. Drama

to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires

e.g. drawing on shared text to explore emotional tension at key moments in a story.



Year 6 term 3

65. Speaking

to use techniques of dialogic talk to explore ideas, topics or issues

e.g. interviewing someone from secondary school, using formal language and spoken standard English.

66. Listening

to listen for language variation in formal and informal contexts

e.g. identifying when and how speakers use more or less formal language.



Group discussion and interaction

to identify the ways spoken language varies according to differences in context and purpose of use

e.g. discussing and explaining differences in the use of standard English and dialects.

Link with NLS text objectives 16 and 20.

67. Drama

to devise a performance considering how to adapt the performance for a specific audience

e.g. scripting and performing a drama to present to a community audience or other year groups.

Speaking Years 1–6

Year 1 term 1

1. to describe incidents or tell stories from their own experience, in an audible voice
e.g. recounting events using detail, following teacher modelling.

Link with NLS text objectives 5 and 9.



Year 1 term 2

5. to retell stories, ordering events using story language
e.g. using different techniques to recall and invent well-structured stories.

Link with NLS text objectives 4 and 5.

Year 1 term 3

9. to interpret a text by reading aloud with some variety in pace and emphasis
e.g. in shared reading, comparing impact of different ways of reading aloud and linking with meaning of text.

Link with NLS text objective 3.

Year 2 term 1

13. to speak with clarity and use intonation when reading and reciting texts
e.g. learning choral techniques to emphasise rhythm and meaning.

Link with NLS text objective 7.

Year 2 term 2

17. to tell real and imagined stories using the conventions of familiar story language
e.g. including relevant detail, keeping the listeners' interest and sustaining an account.

Link with NLS text objective 7.

Year 2 term 3

21. to use language and gesture to support the use of models/diagrams/displays when explaining
e.g. showing how something works, combining language and gesture.



Year 3 term 1

25. to explain a process or present information, ensuring items are clearly sequenced, relevant details are included and accounts ended effectively
e.g. using language to structure information, taking account of listeners' knowledge.

Year 3 term 2

29. to choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds
e.g. presenting poems from other cultures using intonation to interpret punctuation and emphasise meaning.

Link with NLS text objectives 4 and 5.

Year 3 term 3

33. to sustain conversation, explaining or giving reasons for their views or choices
e.g. making extended contributions when explaining solutions to problems or choosing equipment for a classroom task.



Year 4 term 1

37. to use and reflect on some ground rules for dialogue

e.g. making structured, extended contributions, speaking audibly, making meaning explicit and listening actively.



Year 4 term 2

41. to respond appropriately to the contributions of others in the light of alternative viewpoints

e.g. providing evidence to maintain their own view or modifying their views because of what others have said.

Year 4 term 3

44. to tell stories using voice effectively

e.g. identifying the ways presentational features contribute to message and impact.

Year 5 term 1

48. to tell a story using notes designed to cue techniques, such as repetition, recap and humour

e.g. converting notes of story outline into cue cards to support story telling.

Link with NLS text objective 14.

Year 5 term 2

52. to use and explore different question types

e.g. how to vary and sequence questions.



Year 5 term 3

55. to present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language

e.g. preparing a group presentation of the pros and cons of a current issue.

Link with NLS text objectives 15 and 19.

Year 6 term 1

58. to use a range of oral techniques to present persuasive argument

e.g. attracting and holding listeners' attention through what is said and how it is delivered.



Year 6 term 2

62. to participate in a whole-class debate using the conventions and language of debate, including standard English

e.g. learning how to encourage and handle relevant questions from an audience, including how to manage disagreement.

Link with NLS text objectives 15 and 18.

Year 6 term 3

65. to use techniques of dialogic talk to explore ideas, topics or issues

e.g. interviewing someone from secondary school, using formal language and spoken standard English.



Listening Years 1–6

Year 1 term 1

2. to listen with sustained concentration

e.g. identifying points of interest when listening to an explanation.

Year 1 term 2

6. to listen and follow instructions accurately, asking for help and clarification if necessary

e.g. learning about the purpose of instructions, devising and following more complex instructions.

Year 1 term 3

10. to listen to tapes or videos and express views about how a story or information has been presented

e.g. learning to select and describe key features of effective media presentations.



Year 2 term 1

14. to listen to others in class, ask relevant questions and follow instructions

e.g. listening to and questioning instructions for devising a game.



Year 2 term 2

18. to respond to presentations by describing characters, repeating some highlights and commenting constructively

e.g. watching mini-dramas in class, selecting features for comment.

Year 2 term 3

22. to listen to a talk by an adult, remember some specific points and identify what they have learned

e.g. considering how a speaker's main points are emphasised or changed because of listeners' reactions.

Year 3 term 1

26. to follow up others' points and show whether they agree or disagree in a whole-class discussion

e.g. working together as a whole class to generate ideas for writing.

Year 3 term 2

30. to identify the presentational features used to communicate the main points in a broadcast

e.g. identifying main sections of a video and how these are signalled through voice-over, music and graphics.



Year 3 term 3

34. to identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus

e.g. listening for words and phrases such as *now*, *then*, *next* as video moves from presenter to film clip.



Year 4 term 1	
38. to compare the different contributions of music, words and images in short extracts from TV programmes e.g. analysing qualities of a narrator's voice which contribute to impact.	
Year 4 term 2	
42. to listen to a speaker, make notes on the talk and use the notes to develop a role-play e.g. listening to expert explaining their job, using notes as the basis for improvisation.	
Year 4 term 3	
45. to investigate how talk varies with age, familiarity, gender and purpose e.g. listening for differences between face-to-face introductions and talking on the telephone.	
Year 5 term 1	
49. to identify some aspects of talk which vary between formal and informal occasions e.g. contrasting excerpts from a national news broadcast and children's TV.	
Year 5 term 2	
52. to identify different question types and evaluate impact on audience e.g. distinguishing open, closed, leading, negative and rhetorical questions.	
Year 5 term 3	
55. to analyse the use of persuasive language e.g. how a speaker uses emphasis, rhetoric and gesture effectively.	
Year 6 term 1	
59. to analyse and evaluate how speakers present points effectively through use of language and gesture e.g. identifying techniques including humour, irony, pace, volume, colloquialisms, standard and non-standard forms.	
Year 6 term 2	
62. to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose e.g. listening to extended presentations, making notes on content, style and points to question.	
Year 6 term 3	
66. to listen for language variation in formal and informal contexts e.g. identifying when and how speakers use more or less formal language.	



Group discussion and interaction Years 1–6

Year 1 term 1

3. to ask and answer questions, make relevant contributions, offer suggestions and take turns
e.g. when devising ways of sorting items in the classroom.



Year 1 term 2

7. to take turns to speak, listen to others' suggestions and talk about what they are going to do
e.g. devising simple rules for turn-taking and contributing in groups.

Year 1 term 3

11. to explain their views to others in a small group, and decide how to report the group's views to the class
e.g. devising and sharing criteria for choosing a new book for the class library.

Year 2 term 1

15. to listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member
e.g. learning how to pool views, make decisions and allocate tasks.

Year 2 term 2

19. to ensure everyone contributes, allocate tasks, consider alternatives and reach agreement
e.g. working collaboratively in planning, predicting and carrying out an investigative task.



Year 2 term 3

23. to work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on
e.g. comparing books by the same author and deciding whether themes are the same or different.

Link with NLS text objectives 4 and 7.

Year 3 term 1

27. to use talk to organise roles and action
e.g. agreeing a plan for carrying out an investigation in science, organising jobs and meeting deadlines.

Year 3 term 2

31. to actively include and respond to all members of the group
e.g. encouraging contributions by use of questions, eye contact and people's names when discussing an issue.

Year 3 term 3

35. to use the language of possibility to investigate and reflect on feelings, behaviour or relationships
e.g. investigating and reflecting on the interactions between characters when reading a story.
Link with NLS text objective 5.



Year 4 term 1

39. to take different roles in groups and use language appropriate to them, including roles of leader, reporter, scribe, mentor

e.g. sustaining different roles when carrying out a decision-making task.



Year 4 term 2

43. to use time, resources and group members efficiently by distributing tasks, checking progress, making backup plans

e.g. carrying out an ICT task effectively by organising both electronic and paper resources.

Year 4 term 3

46. to identify the main points of each speaker, compare their arguments and how they are presented

e.g. developing an oral presentation from previous written work and identifying some presentational differences.

Link with NLS text objective 21.

Year 5 term 1

50. to plan and manage a group task over time by using different levels of planning

e.g. using knowledge of group roles to organise and accomplish a collaborative activity.



Year 5 term 2

53. to understand and use the processes and language of decision making

e.g. considering consequences and alternatives, achieving compromise where necessary, using language to seek agreement.

Link with NLS text objective 7.

Year 5 term 3

56. to understand different ways to take the lead and support others in groups

e.g. identifying how to organise, chair, report, listen constructively and draw others in.

Year 6 term 1

60. to understand and use a variety of ways to criticise constructively and respond to criticism

e.g. seeking clarification, offering additional information, adjusting ideas about content and style of presentations.

Year 6 term 2

63. to consider examples of conflict and resolution, exploring language used

e.g. identifying ways of coping with disagreement so that the discussion proceeds.

Year 6 term 3

66. to identify the ways spoken language varies according to differences in context and purpose of use

e.g. discussing and explaining differences noted in the use of standard English and dialects.

Link with NLS text objectives 16 and 20.

Drama Years 1–6

Year 1 term 1

4. to explore familiar themes and characters through improvisation and role-play
e.g. using story boxes and bags of props to create characters.

Link with NLS text objective 7.

Year 1 term 2

8. to act out own and well-known stories, using different voices for characters
e.g. using drama techniques to portray characters and motives.

Link with NLS text objectives 9 and 15.



Year 1 term 3

12. to discuss why they like a performance
e.g. talking about effective features of dramatic performance such as voice, gesture, movement.

Year 2 term 1

16. to adopt appropriate roles in small or large groups and consider alternative courses of action
e.g. developing a plot and characters from a text, image or artefact.



Year 2 term 2

20. to consider how mood and atmosphere are created in a live or recorded performance
e.g. comparing two short video extracts, choosing words to describe effects of costumes, set, lighting and music.

Year 2 term 3

24. to present parts of traditional stories, own stories or work from different parts of the curriculum for members of their class
e.g. deciding which parts of a story to dramatise and developing a polished presentation of a key moment.

Year 3 term 1

28. to present events and characters through dialogue to engage the interest of an audience
e.g. acting out a dialogue between two characters, bringing out the differences between them.

Link with NLS text objectives 2 and 3.

Year 3 term 2

32. to identify and discuss qualities of others' performances, including gesture, action, costume
e.g. responding to a live or recorded performance by selecting dramatic features for comment.



Year 3 term 3

36. to use some drama strategies to explore stories or issues
e.g. working with different techniques to explore key aspects of relationships or situations.



Year 4 term 1

40. to comment constructively on plays and performance, discussing effects and how they are achieved

e.g. watching plays written in class and comparing effects achieved by different groups.

Link with NLS text objectives 5, 6 and 13.

Year 4 term 2

42. to develop scripts based on improvisation

e.g. filling out brief notes, expanding on key words as the basis for script writing.

Link with NLS text objectives 21 and 22.



Year 4 term 3

47. to create roles showing how behaviour can be interpreted from different viewpoints

e.g. presenting characters as they might see themselves, then as others see them.

Year 5 term 1

51. to perform a scripted scene making use of dramatic conventions

e.g. using and interpreting stage directions to enhance performance.

Link with NLS text objectives 5 and 18.

Year 5 term 2

54. to reflect on how working in role helps to explore complex issues

e.g. sustaining work in role to explore issues from different social, cultural or historical perspectives.



Year 5 term 3

57. to use and recognise the impact of theatrical effects in drama

e.g. describing and reflecting on style and genre in performances.

Year 6 term 1

61. to consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension

e.g. evaluating different performances of an adaptation of a classic text.

Link with NLS text objectives 1 and 9.

Year 6 term 2

64. to improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires

e.g. drawing on shared text to explore emotional tension at key moments in a story.



Year 6 term 3

67. to devise a performance considering how to adapt the performance for a specific audience

e.g. scripting and performing a drama to present to a community audience or other year groups.



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