Year Level	Speaking		Listening & Responding		Group Discussion and Interaction		Drama	
	England: National Curriculum - English (Speaking & Listening) - Core Learning (Most children learn to..) As outlined in Primary Framework for literacy and mathematics 02011-2006BOK-EN Primary National Strategy							
	Speech Skills / Sppech Context / Main Teaching Component (What)	Spoken Language Conventions (Students should be taught how to…)	Listening Skills / Listening Context / Main Teaching Component (What)	Listening Conventions (Students should be taught how to…)	Group Work Skills / Group Work Context / Main Teaching Component (What)	Group Work Conventions (Students should be taught how to…)	Drama Skills / Dramatical Context / Main Teaching Component (What)	Dramatical Work Conventions (Students should be taught how to…)
Reception								
1								
2								
3								

4	Tell stories effectively	..and convey detailed information coherently for listeners	Listen to a speaker	...make notes on the talk and use notes to develop a role-play	Take different roles in groups	...and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor	Create roles	...showing how behaviour can be interpreted from different viewpoints
	Offer reasons and evidence for their views	..considering alternative opinions	Compare the different contributions of music, words and images	..in short extracts from TV programmes	Use time, resources and group members efficiently	.. by distributing tasks, checking progress and making back-up plans	Develop scripts	...based on improvisation
	Respond appropriately to the contributions of others	..in the light of differing viewpoints	Identify how talk varies	...with age, familiarity, gender and purpose	Identify the main points of each speaker,	..compare their arguments and how they are presented	Comment constructively on plays and performances,	..discussing effects and how they are achieved
	Use and reflect on some ground rules for sustaining talk and interactions							

5	Tell a story	**using notes designed to cue techniques, such as repetition, recap and humour**	Identify different **question types**	...and evaluate **their impact** on the audience	Plan and manage a group **task over time**	...using **different levels** of planning	**Reflect on how** working in role **helps to explore complex issues**	
	Present a spoken argument	**sequencing points logically**	Identify **some aspects** of talk	..that vary between **formal and informal occasions**	Understand **different ways** to take the lead and support others in groups		**Perform** a scripted **scene**	..**making use** of dramatic conventions
		defending views with evidence	**Analyse the use of persuasive language**		Understand the **process of decision making**		**Use** and recognise the **impact** of theatrical effects	..in drama
		and making use of persuasive language						
	Use and explore different question types	**including in formal and informal contexts**						
	Use and explore different ways words are used	including in formal and informal contexts						
6	..to present persuasive arguments and engaging narratives	**Use a range of oral techniques**	Make notes	**..when listening for a sustained period and discuss how note-taking varies depending on context and purpose**	Consider examples of **conflict and resolution,**	**...exploring the language used**	Improvise	using a range of drama **strategies and conventions to explore themes such as hopes, fears and desires**
	Participate in **whole-class** debate	...using the conventions and language of debate, **including standard English**	**Analyse and evaluate how speakers present points effectively**	**...through use of language and gesture**	Understand and use **a variety of ways to criticise constructively and respond to criticism**		**Consider the overall impact of a live or recorded performance,**	..identifying dramatic ways **of conveying characters' ideas and building tension**
	...to explore **ideas, topics** or issues	Use the techniques of **dialogic talk**	Listen for **language** variation	..in formal and informal contexts			Devise a **performance**	**..considering how to adapt the performance for a specific audience**
			Identify the ways spoken language varies	**..according to differences in the** context **and purpose of its use**				