



Drama – key teaching points

Drama needs to be explicitly taught in its own right and can also be used as a tool for understanding in subjects across the curriculum.

Drama provides many opportunities for children to use heritage languages and knowledge of a range of cultures to experiment with styles of speaking, gesture and mime.

When teaching children to participate in performance:

- develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters;
- use space and grouping, props and different ways to adapt to an audience;
- create dramatic effects through music, lighting, sounds, costume, make-up and scenery;
- develop understanding of how to act out plots, dramatising the problem, climax and resolution;
- provide opportunities for rehearsing, polishing and presenting plays for performance.

When reflecting on work in progress as well as evaluating at the end:

- use appropriate technical vocabulary;
- encourage discussion of the meaning of the drama and how this is created in speech and action;
- prompt comparisons of dramas on a similar theme, contrasting dramatisations of stories or events with original texts or recounts.

Extend children's understanding of drama by:

- going to live performances and viewing a range of plays on screen;
- talking about how theatrical effects are achieved;
- collecting and considering reviews, programme notes and advertisements and relating these to what they have seen.

Using the convention of teacher in role

- Teacher in role involves taking on some aspects of a character in the situation being explored. Sometimes this may be signalled by changing voice or putting on a piece of clothing (such as a scarf for a pirate). Alternatively, use a convention such as standing in or out of a circle, holding an item or clapping to signal moving in or out of role. Working in role can be a way of challenging children's ideas and influencing their thinking without stopping the drama.

Primary National Strategy

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

Drama – making it work in the classroom

To develop their skills in drama, children need to learn to:

- improvise and work in role, creating and sustaining roles both individually and when working with others;
- script and perform plays and stories using language and actions to express and convey situations, characters and emotions;
- respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.

When teaching drama, remember to:

- model language which is appropriate to the role, context and theme;
- challenge children to move beyond the familiar and everyday;
- build in time to reflect on both the meaning of the drama and how it is enacted;
- structure activities in a unit of work to build both children's skills in drama and work in role, and their understanding of themes and ideas;
- vary the techniques used so that children develop a repertoire and make progress in performance, working in role and evaluation;
- establish ground rules for drama sessions so that children have a clear framework within which to create roles, explore movement or develop scenarios.

Freeze frames

Freeze frames are still images or silent tableaux used to illustrate a specific incident or event. They are useful for enabling close scrutiny of an incident or situation. Individual children or groups are asked to represent the characters at a significant moment. Freeze frames can be improvised or planned briefly. Positioning and body shape have to be considered carefully in order to represent ideas or emotions. Freeze frames also help establish roles by giving children thinking time. Sequential frames can be used to represent the key events as a narrative progresses. Freeze frames can be brought to life through improvisation or used as the basis for thought tracking.

Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

Forum theatre

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.

Working in role – useful classroom techniques

Thought tracking

This is a good technique for creating and then examining the private thoughts of characters at particularly tense moments of a narrative. It focuses on the characters in a freeze frame, or those from an ongoing drama where the action has been frozen. It involves the rest of the class contributing ideas as if they were speaking the thoughts of one of the characters. These can support or contrast with the words that the characters actually say. The class makes a circle around the character and says their thoughts one at a time, or individual children can stand next to the frozen character and speak their thoughts aloud.

Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.





Group discussion – key teaching points

Planning for group work includes deciding the best size and composition of the groups and which roles children will take.

Group size

- Working in pairs is quick and easy. It demands a contribution from both partners.
- Working in small groups of three or four offers diversity of ideas without becoming threatening or cumbersome.
- Working in larger groups of five to seven produces a greater range of ideas and helps pupils gain the confidence and skill to contribute in whole-class discussion.

Group composition

- Friendship groups are secure and unthreatening and help children build confidence.
- Ability groups enable work to be pitched at the appropriate level of challenge.
- Structured mixed-ability groups ensure a range of views and are especially suitable for tasks which require diversity.
- Mixed- as well as same-language groups offer advantages to children learning English as an additional language, depending on the nature of the task.

- Random mixed-ability groups increase children's experience of working with different partners and different views.
- Single-sex groups are socially more comfortable for some children and can be useful in contexts where one sex tends to dominate.

Roles for group members

- Leader/chair – organises the group, encourages all to participate and to complete the task.
- Scribe – notes main points of discussion and any decisions, checks accuracy of notes with group members.
- Reporter – works with scribe to organise the report on findings, summing up and presenting ideas.
- Mentor – helps group members to carry out the task, supporting them and explaining what is needed.
- Observer – makes notes on how the group works and on different contributions, then shares the observations with the group.

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

Group discussion and interaction – making it work in the classroom

Working together in pairs and small groups helps children to learn to:

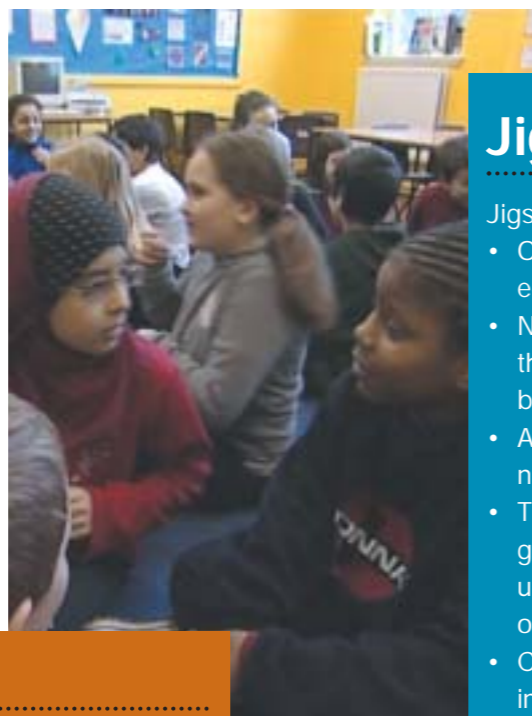
- develop the language and social skills needed for cooperation and collaboration;
- use exploratory language to try out ideas;
- extend their ideas as they share these with others;
- stretch their language as they talk critically and constructively;
- support and build on each other's contributions;
- take their turns in discussion.

Children need varied experience of groups, including:

- for different purposes, such as investigating, problem solving, sorting, planning, predicting, reporting, evaluating;
- with different outcomes, such as carrying out an experiment, constructing an artefact, making a presentation, deciding on actions;
- learning to use talk in different ways, such as discussing, hypothesising, agreeing and disagreeing, questioning, reflecting.

Think-Pair-Share

Children are asked to consider an issue or problem individually, such as reading and preparing a response to an information text, or preparing a news item to be read aloud. They then explain their ideas to a partner. After the pairs have discussed the issue, they may join another pair, share views and emerge with a group conclusion or perspective.

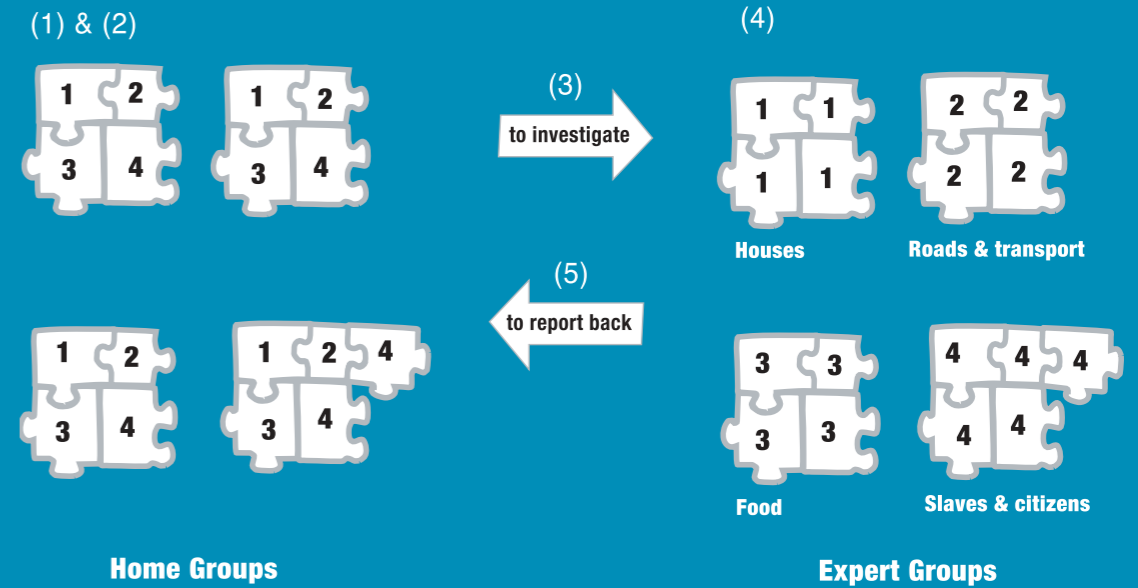


Jigsaw

Jigsaw procedure:

- Organise the class into home groups, preferably of equal numbers.
- Number each child in the home group: 1, 2, 3 or 4. If the numbers in a group are uneven, two children can be set the same individual task: 1, 2, 3, 4, 4.
- Assign each child with the same number (i.e. all the number 3s) to one area for investigation.
- The children now rearrange themselves to form expert groups (i.e. all the number 1s together, etc.) to undertake investigations, discuss their work and agree on the main points to report back to the home group.
- Children re-form into their home groups and each individual member reports back on the findings of the expert group.

Example: The task is to produce an information book about the Romans



Snowballing

Children are organised to discuss something or to investigate an issue in pairs. The pairs then join another pair to form a group and share their findings. The small groups then join together to make a larger one, for example:

2 → 4 → 8 → 16 → whole-class plenary/centre

This approach can be useful when controversial material is being read and evaluated, perhaps for bias or for portraying stereotypical images.



Statements game

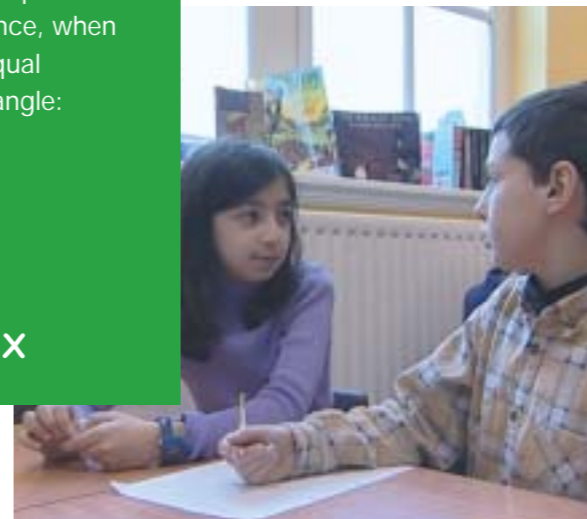
A group is given a set of cards on which statements are written. The group is asked to agree, through discussion, how to categorise the statements, e.g. either agree or disagree with the statement or place them in order of importance or relevance, when some might be considered of equal importance, using the power triangle:

(x = a statement)



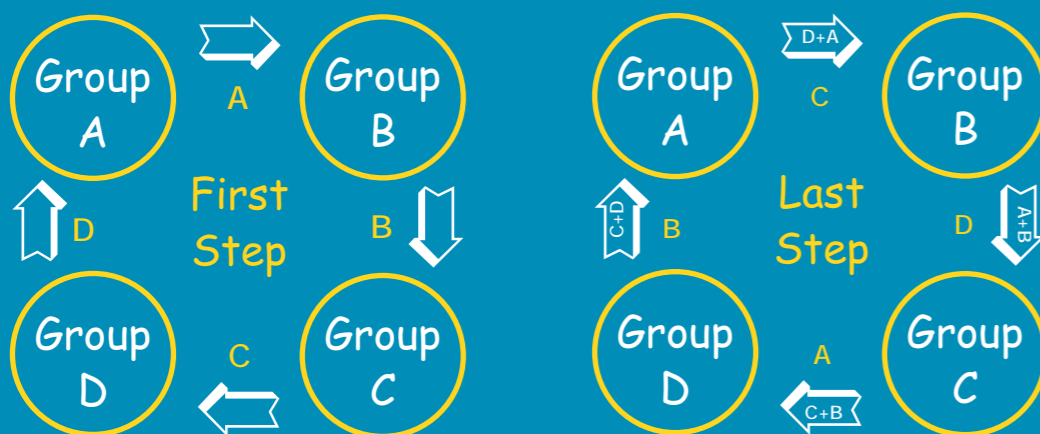
Rainbowing

Each member of a working group is given a colour. When the group task is complete the children form new groups according to their colours. Within the colour groups, children compare findings/discuss what they have achieved. This is a useful way of disseminating and sharing ideas. It helps children to clarify their own understanding and provides an opportunity for them to question others and to seek justification for any viewpoints. It is a useful technique for reading and critical evaluation of fiction or poetry. It can also be used for drafting and redrafting, when children work on a story starter in one group and then, in their colour group, pool ideas and draw out the best features. The process can then be repeated for the next phase of a story.



Envoys

This is a method of disseminating ideas and information that can overcome a more laborious and repetitive procedure of having each group 'report back' to the whole class. Once each group has completed its initial discussion, it sends out one member as an envoy to the next group. Envoys move round all the other groups in turn explaining/sharing ideas gathered from the groups they have visited.



Information gap

Choose a topic that can be divided into two complementary parts, for example, a comparison of the lives of rich and poor children in Victorian times or a discussion of the pros and cons of experiments on animals. Split a small group into two sub-groups and give each group information related to one part of the topic. To complete the task, pupils will need to use talk to share the information and draw it together.

Group discussion – useful classroom techniques



Children need planned opportunities to listen and respond to different speakers – including friends, the whole class and a range of adults, as well as to radio and TV broadcasts. For children new to English, it is particularly helpful to support listening by providing non-verbal cues including illustrations, models and actions.

Listening – key teaching points

Make listening necessary

- Avoid repeating what children say, and expect others to respond.
- Devise activities where, to complete the task, all children need to have contributed what they know.
- Do not repeat instructions.
- Sometimes speak quietly.
- Insist children respond to the last speaker (this may need to include wait time).
- Make sure children answer the question they are asked, e.g. how or why or what, and do not accept vague replies.
- Encourage children to speak audibly so all can hear, making teacher rephrasing unnecessary.

Encourage active, responsive listening

- Give a purpose for listening in advance.
- Present material clearly with prompts to support listening, e.g. using voice to signal changes in focus, emphasising key words.
- Demonstrate active listening, e.g. eye contact, asking questions, quick recapping.
- Help children identify features of language, gesture and non-verbal cues which help the listener.
- Ask children to reflect on how they listened.
- Practise strategies to structure listening, e.g. physical responses to mark key points, forming mental pictures, thinking of a question to ask.

Primary National Strategy

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

Listening – making it work in the classroom

Listening needs to be explicitly taught and reinforced throughout the curriculum.

When listening, children are:

- hearing models of language in use;
- learning about how speakers use gesture, volume, tone;
- observing how, in groups, speakers interact, take turns and influence others.

In developing their skills in listening, children need to learn to:

- ask questions to clarify what they have heard;
- build on what others say;
- evaluate what has been said;
- respond non-verbally, e.g. by nodding or maintaining eye contact.

Children show they have listened and understood when they:

- identify the gist of an account;
- recall main ideas;
- re-present information;
- follow instructions correctly;
- make relevant comments and responses;
- respond to others, maintaining communication;
- ask questions to clarify understanding;
- notice significant uses of language;
- create new meanings based on what they have heard.



Listening – useful classroom techniques

Babble gabble

The teacher tells the children they are going to listen to a story and afterwards work in pairs and retell it. After the initial telling, one child begins to retell the story to a partner as fast as he/she can, but with as much attention to detail as possible. After a minute the teacher calls, 'Change!' and the listener now has to continue with the tale. This pattern continues for a number of turns. It is important to let the children know they do not have to retell the story in the same words as the teacher. However, they do have to listen carefully in order to remember the plot and the sequence of events.

Barrier games

Barrier games focus on giving and receiving instructions. They prompt children to focus on what they need to complete a task. The speaker has to give clear information and explicit instructions to the listener. The listener has to ask questions to clarify understanding and gain information, while keeping track of what has been said. For example, place children on either side of a screen, so that a speaker can describe an object that the listener has to draw. Alternatively a speaker can give directions from one map while the listener draws the route on a blank version of the same map.

Word tennis

This is a way of making a story with a partner, and emphasises listening for key words, main points and events, focusing on the need to make sense. Each person says one word or phrase in turn so that the story is continually passed backwards and forwards. For example: *once/ there/ was/ a/ queen/ who/ wanted/ to/ fly/ so/ she/ sent/ for/ ...* or: *once there was a girl/who liked writing plays/so she began ...*

Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.

Telephone conversations

To emphasise the need to use language rather than gesture or facial expression, children sit back to back with 'telephones' for conversation. The content of the conversation can vary, for example it might be passing on information, discussing a problem or describing an event. The children must listen carefully to what is said since they cannot see the person speaking.

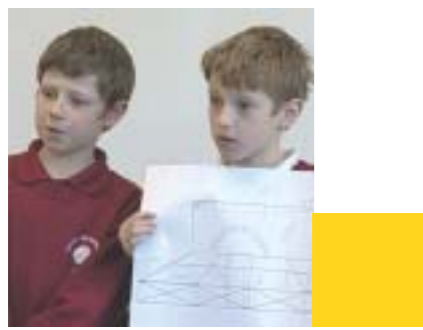
Ways to listen

Different listening frames can help children focus on what they hear – before a broadcast, for example:

- give the topic and ask children to work out questions they would like answers to;
- guide the listening by giving children headings to help them listen systematically;
- suggest children count on their fingers each time they hear key words; different groups should listen for different words;
- ask children to make a picture in their heads as they listen.

All change!

Select a sentence and say it in a monotone. Now repeat the sentence using different intonation, e.g. as a question and then as an exclamation. What is the impact of the change? Show that a sentence can mean different things depending on which words are emphasised, e.g. *I didn't borrow my brother's best jacket yesterday*. How does the meaning change? This can be varied to explore the use of gesture, listener eye contact or encouragement.



Speaking – key teaching points

When teaching children to make extended contributions, encourage them to:

- make eye contact with listeners;
- speak clearly and audibly;
- use facial expression and gesture to emphasise points and refer to objects and places;
- use precise and persuasive words to convey meaning and hold listeners' attention;
- make meaning clear, organising ideas in a helpful order and making links between them;
- respond to others' contributions by adding or elaborating on them or by putting across another view.

Remember to:

- give children time to think before they respond to questions;
- expect children to provide extended answers that will interest others in the class;
- follow up children's contributions with further questions rather than repetition or ritual praise;
- choose topics that will challenge children cognitively;
- expect children to speak to the class or group, not just to the teacher;
- make sure children speak loudly and clearly so others can hear.

Children learning English as an additional language

For these children it is particularly helpful to:

- allow rehearsal time before asking them to contribute;
- expect more than one-word answers;
- provide models of appropriate use of English and reinforce correct usage wherever possible;
- ensure children become familiar with different ways in which words are used, distinguishing everyday and technical meanings, exploring common metaphors and idioms;
- group children carefully, judging how best to use their differing skills in English;
- check that children understand the key words and concepts needed for the topic or theme talked about.

At times, children benefit from using their home language, for example when getting their ideas together.

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

Speaking – making it work in the classroom

In developing their skills in speaking, children need to learn to:

- adapt their speaking to the listeners;
- use a range of ways to express themselves;
- use talk to clarify their ideas;
- sustain their talk to develop thinking and reasoning.

Speaking includes:

- putting thoughts into words and sharing in groups;
- taking opportunities to speak at some length to explain ideas in different situations;
- giving a talk or presentation using gestures, aids, rhetorical devices.

Children need planned opportunities to speak in a range of contexts, including:

- to different audiences, such as the class, the teacher, other adults;
- with different levels of formality, such as with friends, to another class, in assembly;
- for different purposes, such as recounting events and telling stories, explaining and describing, justifying views and persuading others.

Children need to be taught how to make more extended contributions such as:

- expanding ideas, using *because, so, if, but*;
- making connections between reasoning and predicting;
- using language to organise and sequence ideas.

Speaking – useful classroom techniques

Talk partners

To enable all children to participate in speaking:

- put children into pairs and allocate time for each to talk to the other at specific points in a teaching sequence, e.g. to share experiences, generate ideas, reflect on what they have just learned;
- retain pairs for a period of time, e.g. up to half a term, so that they establish routines, gain confidence and develop more extended turns.



Debates

Encourage children to stick to a point of view and to use language persuasively. Choose a topic where they need to look for new information and which allows for different points of view. Divide the class into groups to develop their arguments and reasons. They can either choose one person to present their ideas or organise the presentation between them. Share ideas for how to be persuasive in the presentations.



Photos and paintings

Use photographs or paintings to encourage groups to construct a story or report. Help children to tell the story dramatically, using voices for characters and intonation for climax or atmosphere.

Use photos in different subjects:

- geography – photopack of a particular place or environment;
- design and technology – photographs of constructions to discuss how buildings are designed;
- history – compare photographs with artists' impressions of events and objects.



Just a minute

Give children a topic and ask them to speak without hesitation, deviation or repetition for up to a minute. Others can challenge when the rules are broken and if the challenge is successful the challenger continues the topic to the end of the minute unless challenged!

Glove puppets and shadow theatre

Puppets can be used by children to make and tell stories. Providing a tape recorder while children are rehearsing or developing the script helps them to go through an oral drafting process and understand how they develop and refine their story. Children can reflect on their use of language and voices. This technique can also be used to explain, instruct or inform.



Radio broadcast

To focus on how to sustain talk without the help of gestures, eye contact or help from listeners, ask pupils, in pairs or small groups, to make a radio broadcast. The topic should involve explaining and reasoning, or trying to persuade listeners. After playing back different examples, discuss what makes a good radio broadcast.



Predicaments and problems

Use opportunities from across the curriculum to focus attention on the language needed when problems are difficult to solve, for example:

- an historical figure at a critical turning point;
- scientists considering the consequences of a discovery, discussing pros and cons and ways forward.

As children talk they will need to weigh up alternatives, recognise conflicting points of view and negotiate situations. This can involve role-play.



Progression in Speaking and Listening in Key Stages 1 and 2

Year 1/2

Year 3/4

Year 5/6

Speaking

- Can he/she:
- convey simple information showing awareness of what the listener needs to know?
 - use words to sequence and sustain talk?
 - speak clearly and audibly to a large group?
 - vary voice and intonation with purpose?



When explaining his group's game, Matthew conveys detailed information clearly and audibly for the listeners. He uses sequencing language to order his instructions, although more variation in delivery would help to emphasise key points. His teacher helps him explain a difficulty in understanding and assists him in identifying what more he needed to know.

Listening

- Can he/she:
- listen with sustained concentration to others in the class and to an adult speaking?
 - ask relevant questions, follow instructions and remember main points?
 - identify points of interest when listening to a story told or broadcast?



Lewis listens with sustained concentration to the group discussion about inventing a game. When explaining the instructions to the rest of the class, he remembers the main points and delivers them clearly, using sequencing language to support others' listening. He demonstrates active listening in the detail he provides and in the way he answers relevant questions.

Group discussion

- Can he/she:
- ask and answer relevant questions and suggest ideas to others?
 - take turns as a speaker and listener when working with others?
 - consider alternatives, agree what to do and report this to another group?



Sam and Darcy discuss and reach agreement, taking turns as speakers and listeners. They offer suggestions for their findings and are beginning to build on the contributions of others. When reporting back to the class, Sam and Darcy offer alternative viewpoints and present feedback constructively. In the plenary session, the teacher assists Darcy in clarifying misconceptions.

Drama

- Can he/she:
- use improvisation and work in role to explore characters and situations?
 - present dramatisations to others in the class, based on work they have done?
 - talk about how some dramatic effects are achieved in live or recorded performances?



Emily uses improvisation to explore the feelings of characters. She devises dialogue and, in her group, presents a dramatisation to the rest of the class. Emily develops a detailed explanation about the motivation of the characters. While she joins in the class discussion on the effectiveness of the performances, she is not yet able to talk about how dramatic effects are achieved.

- Can he/she:
- take a long turn spontaneously?
 - give a clear account/explanation which is sustained and complete?
 - use presentation techniques such as visual aids, gestures?
 - use formal language appropriately?



Lauren is able to offer opinions and reasons for her views in sustained turns. She provides critical feedback constructively using humour. Lauren's feedback includes evaluation of language features and she offers illustrative examples of inexplicit vocabulary (muddy stuff/thingybob). Lauren uses formal language appropriately and understands the importance of giving evidence for her opinions.

- Can he/she:
- listen attentively in discussion by following up points, agreeing or disagreeing with other speakers?
 - use background knowledge about speakers to focus their listening purposefully?
 - identify in broadcasts some of the presentational features used in shaping and organising meanings?



During the group discussion Anharad listens attentively to the points being made. She then suggests effective ways of responding to a speaker to show active listening, which include looking at the person and agreeing or disagreeing with ideas. Anharad demonstrates these points in the group discussion which follows and further demonstrates sustained listening by giving detailed answers to questions.

- Can he/she:
- use talk to plan and organise work in a group?
 - participate in group work where the tasks are both speculative and practical?
 - work in groups of different sizes, taking different roles?
 - sustain group work over time, organising group members and resources?



As chair, Ashley uses talk purposefully to plan and organise the group's practical task. He is alert to reminders from the mentor about what needs to be done or who hasn't spoken. He includes everyone in the group and sums up succinctly. His tendency to dominate the discussion is restrained by having a good understanding of the other roles within the group.

- Can he/she:
- improvise dialogue and events to interpret key ideas and issues?
 - perform plays to engage the interest of an audience in school?
 - compare and comment constructively on the success of different performances?



When the whole class is placed in the role of Roman emissaries, Joshua empathises with the feelings of others and sees issues from different points of view. In role, he can offer opinions and make sustained contributions on the pros and cons of invading Britain. When giving feedback, he is able to put himself into the Emperor's shoes and relate issues in history to his present experience of religious beliefs.

- Can he/she:
- organise and shape a talk, making connections between ideas and drawing on different points of view?
 - use standard English appropriately?
 - use persuasive techniques deliberately to influence the listener?
 - use spoken language imaginatively, engaging the attention and interest of the listener?



Melica and Samuel combine their language resources to organise and shape an argument using a range of persuasive devices, e.g. gestures, visual aids and varied intonation. They anticipate and make use of counter arguments, demonstrating a command of persuasive language, using standard English appropriately for this formal context. They conclude their talk with a memorable rhetorical flourish.

- Can he/she:
- identify the importance of some key differences between formal and informal spoken language?
 - analyse and evaluate how effectively speakers use language to argue and persuade?
 - sustain listening to different sources, making their own notes?



After listening to presentations, Conrad analyses and evaluates how speakers use language to argue and persuade. He provides cogent and perceptive feedback suggesting, for example, that the role-play interview was a useful technique, but that the views expressed lacked sufficient evidence. Conrad's contributions are built on attentive and sustained listening.

- Can he/she:
- plan and manage work in groups with minimum supervision?
 - understand and make use of a variety of ways to support, challenge and accept criticism?
 - negotiate and make decisions taking account of alternatives and consequences?
 - take different roles effectively, including leading the group?



When working on ideas for their presentation, Alice and Ashley show that they can plan and manage their work with minimum supervision. They offer ideas, take turns and support one another. They negotiate and make decisions about what to include in the talk and which persuasive devices will prove to be most effective.

- Can he/she:
- sustain and reflect on how different techniques for working in role help to explore complex issues?
 - devise and perform a play for a specific audience?
 - evaluate different aspects of a live performance, including characterisation, dramatic effects and suitability for different audiences?



Natalie participates fully in stages of the drama built around the class novel. The conscience alley technique allows her to enter into the emotional turmoil of the character and she can evaluate the effect of the technique and analyse its impact. Natalie now needs to move on to explain how this work has contributed to her overall interpretation of the characters and their motives, and to reflect on the way working in drama has added to her understanding of the book.

What to do next: use the relevant questions as prompts when recording children's achievements

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

Progression

The poster sets out some criteria for assessing progress throughout the primary age range. Key questions are illustrated by examples of children's attainment taken from the accompanying video.

Use this poster to promote discussion about children's progress in the four strands of speaking and listening (speaking, listening, group discussion and drama).

Suggested activities

- Give teachers the relevant questions for their year group and ask them to observe two or three children in one week and then write a brief note about each one, answering the questions. The kind of note is illustrated in the lozenges on the poster.
- Follow this up with discussion in year groups to develop consensus around expectations appropriate to these children.
- Across the year group, consider whether the teacher notes suggest there is progression and whether curriculum plans could support the progress better.
- Are there opportunities for teachers to gain further understanding of progression by visiting each other's classrooms? For example, a Year 3 teacher observing Year 6 children or a Reception teacher observing a Year 2 class can gain insight into what can be achieved at the end of a key stage.
- Compare record-keeping on speaking and listening (see Handbook pages 33 and 34). Does the format and detail support the identification of progression? Are there gaps in the records?

These key questions are equally valid for children learning English as an additional language, although they may enter the system at different times and so develop spoken English at a different rate.

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