



Performing Arts Progression of Skills

Threshold Concept	EYFS	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
To listen carefully and understand	<p>Pupils watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Pupils sing a range of well-known nursery rhymes and songs.</p>	<p>Pupils appreciate rhymes, stories and poems, and recite some by heart.</p> <p>Pupils Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p>	<p>Pupils develop a positive attitude to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Pupils use drama techniques with expression to increase understanding of a range of stories.</p> <p>Pupils continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves.</p>	<p>Pupils maintain a positive attitude to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry and plays.</p> <p>Even though pupils can now read independently, they are read aloud to, including whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>Pupils listen to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>
To speak with clarity	Pupils perform songs, rhymes,	Pupils read aloud what they have written with appropriate intonation to make the meaning clear.	Pupils prepare poems and play scripts to read aloud and to perform, showing	Pupils read aloud a wide range of poetry.

	<p>poems and stories with others and (when appropriate) try to move in time with music.</p>	<p>Pupils prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Pupils recognise and join in with predictable phrases.</p> <p>Pupils continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>understanding through intonation, tone, volume and action.</p> <p>Pupils orally retell a range of books.</p> <p>Pupils are encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>Pupils use drama techniques with expression to increase understanding of a range of stories.</p>	<p>Pupils learn a wider range of poetry by heart.</p> <p>Pupils prepare readings with appropriate intonation.</p> <p>Pupils prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Pupils develop their skills in spoken language increasing pupils confidence and mastery of language through public speaking, performance and debate.</p>
<p>To hold conversation and debates</p>	<p>Pupils watch and talk about dance and performance art, expressing</p>	<p>Pupils participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>In years 3 and 4, pupils become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and</p>	<p>Pupils' confidence, enjoyment and mastery of language is extended through public speaking, performance and debate.</p> <p>Pupils discuss and evaluate</p>

	<p>their feelings and responses.</p>	<p>Pupils listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Rules for effective discussion are agreed with and demonstrated for pupils. They should then help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. In year 2, they should be guided to participate in discussions. They should receive feedback on their discussions.</p>	<p>purposes, including through drama, formal presentations and debate.</p> <p>Pupils participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>how authors use language, including figurative language, considering the impact on the reader.</p> <p>Pupils can explain and discuss their understanding of what they have read through formal presentations and debates.</p> <p>Pupils provide reasoned justifications for their views.</p> <p>Pupils participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Pupils explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Pupils have guidance about and feedback on, the quality of their explanations and contributions to discussions.</p> <p>Pupils listen to books and other writing that they have not come across before,</p>
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				hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.
To develop a wide and interesting vocabulary	Pupils develop complex stories using small world equipment.	<p>Pupils recognise simple recurring literary language in stories and poetry.</p> <p>Pupils discuss word meanings, linking new meanings to those already known.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p> <p>Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.</p> <p>In year 2, deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p>	<p>In years 3 and 4, pupils become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p> <p>Pupils discuss words and phrases that capture the reader's interest and imagination and recognise some different forms of poetry, for example, free verse, narrative poetry.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words.</p>	<p>Pupils' confidence, enjoyment and mastery of language is extended through public speaking, performance and debate.</p> <p>Pupils develop their wider skills in spoken language.</p> <p>Pupils listen to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>



To tell stories with structure

<p>Pupils make use of props and materials when role playing characters in narratives and stories</p> <p>Pupils invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Pupils develop complex stories using small world equipment.</p> <p>Pupils make imaginative, complex 'small worlds' with blocks and construction kits.</p> <p>Pupils develop storylines in</p>	<p>Pupils become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Pupils develop positive attitudes towards and stamina for writing by writing poetry and writing for different purposes.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.</p>	<p>Pupils retell a range of books orally.</p> <p>Pupils use drama techniques with expression to increase understanding of a range of stories.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance.</p> <p>Pupils prepare poems and play scripts to read aloud and to perform.</p>	<p>Pupils perform their own compositions, using appropriate intonation, volume and movement.</p> <p>Pupils read aloud a wide range of books.</p> <p>Pupils prepare poems and plays to read aloud and to perform.</p>
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	<p>their pretend play.</p> <p>Pupils explore and engage in music making and dance, performing solo or in groups.</p>			
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