



Hunton & Arrathorne Community Primary School

Curriculum Document: Speaking, Listening & Drama



INTENT – Speaking, Listening & Drama

At Hunton & Arrathorne Community Primary School, we are committed to nurturing articulate, empathetic, and confident communicators. Our Speaking, Listening, and Drama curriculum is designed to:

- **Care:** Foster active listening and respectful dialogue, enabling pupils to value diverse perspectives and express themselves thoughtfully.
- **Aspire:** Encourage students to develop their oracy skills, empowering them to engage confidently in various contexts, from classroom discussions to performances.
- **Excel:** Provide opportunities for pupils to refine their expressive abilities, ensuring they can convey ideas effectively and creatively.

This intent aligns with our broader curriculum aims, striving to develop pupils who are:

- **Lifelong Readers:** Enhancing comprehension through discussion and performance.
- **Happy and Healthy:** Building self-esteem and emotional intelligence via expressive arts.
- **Inquisitive:** Promoting curiosity through exploratory dialogue and dramatic inquiry.
- **Change-makers:** Empowering students to use their voice for positive impact.
- **Risk-takers:** Encouraging participation in performances and debates.
- **Creators:** Fostering imagination through storytelling and role-play.

Furthermore, our curriculum is enriched by the 'H&A 36 Before Y6' experiences, ensuring all pupils engage in activities that enhance their cultural capital and communication skills.

IMPLEMENTATION – Speaking, Listening & Drama

Speaking, Listening and Drama are not taught as individual stand-alone subjects, but interwoven throughout the curriculum with many opportunities to perform in front of an audience. We are proud of our speaking, listening and drama offer and the way it builds through school, providing planned opportunities for children to perform including:

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Opportunities	Nativity performance Class assembly in the summer term Harvest Festival Easter Labyrinth			Nativity performance Class assembly in the summer term Harvest Festival Easter Labyrinth Spring Concert Poetry Recital			

Our approach to implementing Speaking, Listening, and Drama across the curriculum includes:

- **Integrated Learning:** Embedding oracy and drama activities within all subjects to reinforce communication skills contextually.
- **Progressive Skill Development:** Utilizing a structured progression document to ensure age-appropriate skill acquisition from Reception through Year 6.
- **Experiential Opportunities:** Providing diverse platforms for pupils to practice and showcase their skills, such as class assemblies, school productions, and participation in the ‘H&A 36’ experiences like attending a professional theatre performance.
- **Inclusive Practices:** Differentiating instruction to support all learners, including those with SEND and EAL, ensuring equitable access to speaking and drama activities.
- **Collaborative Environment:** Fostering a classroom culture that values every voice, encourages peer feedback, and promotes mutual respect.

IMPLEMENTATION – Speaking, Listening & Drama Progression

	Speaking	Listening	Drama
Reception	Use talk to organise ideas and express understanding. Speak clearly in full sentences to share feelings or retell events. Begin to explore role play and storytelling using their own words.	Listen actively in a variety of settings showing interest in others. Respond to others with thoughtful questions or ideas. Take turns in conversation and listen to instructions.	Use imagination to take on simple roles in play. Engage with props, movement and voice to retell familiar stories. Participate in class storytelling, rhymes and role play with enjoyment.
Year 1	Speak clearly in full sentences using appropriate volume. Share personal ideas and stories with growing confidence. Begin to use vocabulary from books and learning topics.	Listen to others and show understanding through responses. Follow simple instructions with more than one step. Join in with discussions using eye contact and appropriate body language.	Act out simple stories using voice, movement and expression. Take part in group role play and character-based activities. Begin to use drama to explore feelings and situations.
Year 2	Speak fluently in small group and whole-class contexts. Use varied intonation and vocabulary for interest. Connect ideas using conjunctions and time words.	Listen attentively and contribute to paired and group discussion. Ask relevant questions to clarify meaning and ideas. Begin to infer meaning from what is heard.	Work collaboratively to act out stories and real-life scenarios Use voice and actions to show different characters and emotions. Join in with simple rehearsals and class performances.
Year 3	Use increasingly formal language when appropriate. Sequence and present ideas logically. Use tone and expression to interest the listener.	Listen carefully in different group settings. Build on the ideas of others in discussion. Identify key points and main ideas in spoken information.	Take on roles in simple scripted and improvised scenes. Use facial expression, voice and movement to convey meaning. Begin to prepare and perform short plays with a group.
Year 4	Speak confidently in informal and more structured contexts. Justify opinions with reasons. Adapt language and tone to suit audience and purpose.	Summarise what they have heard in their own words. Respond constructively to others' views. Begin to explore deeper meaning and speaker intentions	Use drama to explore themes, stories and characters. Speak clearly with emotion and intent. Plan and perform scenes collaboratively.
Year 5	Use persuasive language to present a point of view. Structure talk logically with clear purpose and detail. Lead group talk, drawing in others and building ideas.	Evaluate what is heard, identifying viewpoints and tone. Make notes from spoken explanations and presentations. Listen for subtle details like humour, emphasis or inference.	Develop characters using body, voice and expression. Create and perform short scenes or sketches. Begin to give and apply constructive feedback.
Year 6	Deliver extended structured presentations with impact. Use rhetorical techniques and rich vocabulary effectively. Engage in formal discussion and debate with clarity and control.	Evaluate spoken content for clarity, effectiveness and impact. Identify bias, persuasion and subtle meaning. Combine information from multiple sources and speakers.	Create and perform drama based on real or imagined themes. Bring character to life with emotion, movement and voice. Rehearse, refine and perform with audience awareness.

IMPACT – Speaking, Listening & Drama

The impact of our Speaking, Listening, and Drama curriculum is evident in our pupils who:

- **Demonstrate Empathy:** Engage in active listening and express understanding of diverse viewpoints.
- **Communicate Effectively:** Articulate thoughts clearly and confidently across various settings.
- **Exhibit Creativity:** Employ imaginative thinking in storytelling and performances.
- **Show Resilience:** Participate in discussions and performances with confidence, embracing challenges as opportunities for growth.
- **Engage with Cultural Experiences:** Benefit from the H&A 36 Before Y6 initiatives, broadening their horizons and enriching their educational journey.



We assess the effectiveness of our curriculum through:

- **Observations:** Monitoring pupil engagement and participation in speaking and drama activities.
- **Pupil Feedback:** Gathering insights on student experiences and self-perceived growth in communication skills.
- **Performance Assessments:** Evaluating pupil presentations, role-plays, and participation in school productions.
- **Progress Tracking:** Reviewing individual development in speaking and listening competencies over time.

Through this comprehensive approach, we aim to equip our pupils with the communication skills essential for success in their future educational endeavours and beyond.