



Spoken Language and Drama Medium Term Plan 2022-2023: Whole School

This document outlines the reading expectations for each year group across the year in half terms. The key bolded objectives have been taken from the school's long term spoken language and drama plan. (published by CLP) This document details the spoken language that needs to be taught in addition to spoken language content already detailed in reading, writing and EYFS medium term plans.

Bold objectives indicate key learning and when it is expected to be secure. Objectives that are not bold are learning components of key bolded objectives. *Although key objectives may have been secured in a previous term or year, these should continue to be used by children in subsequent years.* Objectives that a highlighted **xxxx** need to be accurate, fluent and automatic. Non-bolded **purple** objectives are taken from the EYFS curriculum.

EYFS Medium Term Planning – Spoken Language and Drama

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1.1 Spoken language:</p> <p>listen and respond appropriately to adults and their peers</p>	<p>To use sentences of up to four words</p> <p>switch attention from what they are doing to what an adult is saying (LP N)</p> <p>use correct word order (LP N)</p> <p>say a simple complete sentence (LP N)</p> <p>connect one idea or action to another (LP N)</p> <p>follow an instruction that has two parts, such as: get your coat and wait at the door.</p> <p>follow instructions</p> <p>understand why it is important to listen (LP R)</p> <p>recognise when it is their turn to speak</p> <p>start a conversation with an adult or a friend</p> <p>talk about events from the past</p>	<p>use longer sentences of six words (LP N)</p> <p>use simple past and present tense orally (LP N)</p> <p>to hold a back and forth conversation with an adult and peers</p> <p>listen to and talk about stories to build familiarity and understanding (LP R)</p>	<p>use future tense (LP R)</p> <p>listen to selected non-fiction and use newly introduced vocabulary in talk</p>		<p>listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (LP R)</p>	
<p>1.2 Spoken language:</p>	<p>understand who, what, where questions</p>	<p>Respond to 'why' questions, like: 'why do you think the animals are sad?'</p>	<p>understand questions expressed in different ways e.g. are we going out to plan</p>	<p>ask questions to find out more (LP R)</p>		



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<p>ask relevant questions to extend their understanding and knowledge</p>	<p>understand 'why' questions (LP N)</p> <p>know the difference between a question and a statement (LP N)</p>		<p>now? Could you pick that up please?</p> <p>ask questions to check they understand what has been said (LP R)</p>			
<p>1.3 Spoken language: use relevant strategies to build their vocabulary</p>			<p>Understand words used by adults that are not in their usual everyday speech</p> <p>Understand and use words in books that have been shared</p> <p>group and name members of a category</p>	<p>understand and use words that are not in their usual everyday speech such as vocabulary in books and phrases 'you are welcome..' (LP N)</p>	<p>able to group and name members of a category and suggest possible category names (LP R)</p> <p>use new vocabulary in different contexts (LP R)</p>	
<p>1.4 Spoken language: use of Standard English</p>	<p>copy modelled social phrases (LP N)</p> <p>to use simple social phrase of one or two words e.g. good morning, good afternoon, hello, goodbye, sorry</p>	<p>use social phrases (LP R) e.g. please can you help me? Please can I play? Stop, I don't like it</p> <p>talk in longer sentences that include 'and' and 'because'</p> <p>articulate their ideas and thoughts in full sentences</p> <p>engage in story time (LP R)</p>	<p>imitate heard popular language (LP R)</p>			
<p>1.5 Spoken language describe, explain, narrate, justify answers, arguments and opinions and expressing feelings</p>		<p>use story telling language such as -once upon a time -one day -suddenly -then / next -finally -happily ever after</p> <p>repeat chunks of a story they know well some as exact repetition and some in their own words (LP R)</p> <p>describe an event using photos</p>	<p>Express their preferred role within play</p> <p>Talk about stories they have heard</p> <p>tell a story using story language (LP N)</p>	<p>describe an event using a picture prompt</p> <p>Retell a full story</p>	<p>describe events in detail using pictures or other prompts (LP R)</p> <p>describe objects or events using adjectives and nouns in response to a question (LP N)</p>	
<p>1.6 Spoken language: maintain attention and participate actively in collaborative conversations,</p>	<p>know it is their turn to speak when indicated by an adult</p>	<p>start a conversation with an adult or a friend (LP N)</p> <p>can talk with others to resolve conflicts (LP N)</p>	<p>Know when it is their turn to speak in a small group activity</p>		<p>thinks about the perspectives of others (LP R)</p>	



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consider and evaluate different viewpoints,		expresses a point of view (LP N)			know when it is their turn to speak within a performance(LP R) can debate with an adult or a friend using words and actions (LP N)	
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Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drama: evaluate		respond to others in role (LP N)			know the difference between a story and a play (LP R)	
Drama: create		pretend play using an object to represent something else (LP N) create an imaginative and complex small world (LP N) create group rules during role play (LP N)		negotiate which role they might play (LP R) explore past and future (LP N)	offer ideas for imagined situations (LP R) develop storylines (LP R) develop complex stories using small world (LP N)	
Drama: perform	engage in imaginative play (LP N)	copy a modelled character voice (LP N) take part in acting out a known story e.g. nativity			take part in acting out imagined situations (LP R) use different voices for different characters or types of presentation (LP R)	



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Year 1 Medium Term Planning – Spoken Language and Drama

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1.1 Spoken language:</p> <p>listen and respond appropriately to adults and their peers</p>	<p>concentrate on the person talking, ignoring background noise and movement not relevant to the situation (LP)</p>	<p>Understand 2-part verbal instruction that may include time concepts, for example, using 'first', 'before', 'after' or 'when'.</p>	<p>Understand a 3-part verbal instruction</p>	<p>Understand a 3-part verbal instruction that may include time concepts, for example, using 'first', 'before', 'after' or 'when'.</p>	<p>understand 2-3 part verbal instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when'(LP)</p>	
<p>1.2 Spoken language:</p> <p>ask relevant questions to extend their understanding and knowledge</p>	<p>ask questions to find out things using 'how' (LP)</p> <p>be aware of and say when they haven't understood something</p>	<p>ask questions to find out things using 'why' (LP)</p>				
<p>1.3 Spoken language:</p> <p>use relevant strategies to build their vocabulary</p>	<p>know common social praises used amongst peers e.g. 'hiya', 'shut up. 'oi', get off' 'gimme' (correctly and incorrectly)</p>	<p>know that there are some terms or expressions that are only used amongst friends (LP)</p>				
<p>1.5 Spoken language</p> <p>describe, explain, narrate, justify answers, arguments and opinions and expressing feelings</p>	<p>Use words to express feelings</p> <p>Tell a story in terms of the basic sequence of events, with prompts</p>	<p>Use words to express an idea.</p> <p>Tell a story including setting the scene and the sequence of events.</p> <p>Discuss an event they have experienced (link to recount)</p>	<p>Express likes and dislikes</p> <p>Explain what is going to happen in a story (plot)</p> <p>describe the steps of an event they have experienced (LP)</p>	<p>Express likes and dislikes about matters of immediate interest</p> <p>Tell a story with a clear plot (thinking about story development)</p>	<p>Express feelings and idea about matters of immediate interest</p>	<p>Express feelings and ideas when speaking about matters of immediate interest, including likes and dislikes (LP)</p> <p>tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order, with prompts (LP)</p>
<p>1.6 Spoken language:</p> <p>maintain attention and participate actively in collaborative conversations, consider and evaluate different viewpoints,</p>	<p>take turns to talk, listen and respond in a group.</p>	<p>take turns to talk, listen and respond in a two way conversations.</p>	<p>respond to points made (LP)</p>	<p>take turns to talk, listen and respond in a two way conversations and in a group (LP)</p>	<p>keep to topic and respond to prompts to move on (LP)</p>	



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Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drama: evaluate				suggest a way to improve a performance (LP)		
Drama: create	Remember their words and speak clearly in role play				make plays from stories (LP)	remember their words and speak clearly in short presentations, performances and role play (LP)
Drama: perform		use costume or props to make characterisation clearer (LP)				



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Year 2 Medium Term Planning – Spoken Language and Drama

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.1 Spoken language: listen and respond appropriately to adults and their peers	understand complex 2-3 part instructions listen to identify key points in a question	understand complex 2-3 part instructions in any context (LP)	when listening, focus on the key points they need in order to answer a question (LP)			
1.2 Spoken language: ask relevant questions to extend their understanding and knowledge	Asking questions using the 'wh' words' Recognise when a given message is not clear	Ask questions beginning with verbs e.g. are you ok? Have you got your book bag? Say why a given message is not clear	Ask questions using modal verbs e.g. can you...? could you...? Would you...? Recognise when a message they give is not clear.	Ask a question to find out specific information recognise when a message is not clear, and say why it is not clear (LP)	ask a range of different types of questions to find out specific information (LP)	
1.3 Spoken language: use relevant strategies to build their vocabulary	Compare and discuss words by the way they sound	Compare and discuss words by the way they look	Compare and discuss words by their meaning	compare and discuss words by the way they look, sound or their meaning. For example, bare/bear, two/to/too (LP)		
1.4 Spoken language: use of Standard English		use more formal language with adults (LP)				
1.5 Spoken language describe, explain, narrate, justify answers, arguments and opinions and expressing feelings	Tell a story with a good structure and a distinct plot Use conjunctions to help explain Identify facts	Tell a story with a good structure, distinct plot and an exciting event Use conjunctions to help justify ideas Identify opinions	Tell a story with a good structure, distinct plot, exciting event and clear resolution use conjunctions to help to justify or explain something (LP)	tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point (LP)	distinguish between fact and opinion (LP) describe how to solve a problem (LP)	
1.6 Spoken language: maintain attention and participate actively in collaborative conversations, consider and evaluate different viewpoints,	Show agreement or disagreement with others, politely	initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils (LP) take turns, listening carefully to others and politely agrees or disagrees with them (LP)				ask many questions to find out information and respond appropriately to the answers (LP)



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Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drama: evaluate			consider how mood and atmosphere are created in live or recorded performances (LP)			recognise different types of drama (LP)
Drama: create			use a range of stimuli for their performance such as poems objects picture (LP) include narration in their planning (LP)			practise to ensure a coherent performance for an audience (LP)
Drama: perform	play a character different to self	exaggerate to make a story more interesting		perform a dialogue to engage the interest of the audience		