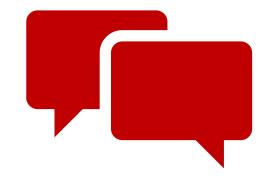
Skills and Progression Map

Let's Think in English

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.'



Nebula Spirituality Statement









Let's Think in English Skills and Progression Map



operational work, e.g. dialogue, characters and movement.features of drama e.g. flashback.mime to suggest place and character.motives of self and others and respond using descriptive language.cause and effect.into a justifiable order.Years 1, 2 and 3dialogue, characters and movement.flashback.character.motives of self and others and respond using descriptive language Make assumptions about. Be aware of the beginning, middle and end of narratives.• Recognise elements of style and genre e.g. forms of characterisation and non-linear narrative.• Mccept and offer accounts, recognising the importance of context.• Use stereotypes, recognising that they are culturally determined.• Comment on the use and impact of style and structure.• Tell a story or create a drama from a particular point of view.• Understand and non-linear narrative.• Understand stereotypes within defined context.• Use simple signs and symbols to aid narrative or characterisation, e.g. cloak for a• Create simple hypotheses about causes.• Or direct experience.• Or direct experience.	Development Stage / Year Group	Classification	Frames of Reference	Symbolic Representation	Critical Reflection	Intention, Causality, Experimentation	Narrative Seriation
from different king or a queen. viewpoints.	Concrete operational	 variables in a work, e.g. dialogue, characters and movement. Recognise elements of style and genre e.g. forms of characterisation and non-linear 	 features of drama e.g. flashback. Accept and offer alternative accounts, recognising the importance of context. Understand stereotypes within defined context. Describe events from different 	 Use gesture and mime to suggest place and character. Use stereotypes, recognising, recognising that they are culturally determined. Use simple signs and symbols to aid narrative or characterisation, 	 motives of self and others and respond using descriptive language. Comment on the use and impact of style and 	 Link a single cause and effect. Make assumptions about motivation and / or artistic intent based on evidence and / or direct experience. Create simple hypotheses 	 into a justifiable order. Be aware of the beginning, middle and end of narratives. Tell a story or create a drama from a particular

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Concrete transitional Years 3, 4 and 5• Compare and contrast works, ideas, arguments and outcomes. Reclassify in the light of new evidence.• Describe a range of literacy styles and structures, e.g.• Use non-verbal techniques to create meaning and character.• Justify opinions and actions.• Find and test solutions to dramatic probems, e.g. how to show a dcharacter• Recognise and explain bias and propaganda.• Find and test solutions to dramatic and actions.• Recorder events to change their original meaning or create a new story.• Recognise conventions and styles as a means of categorising the component parts of a drama or narrative.• Describe a range of literacy styles and structures, e.g.• Use annee relationship and character.• Justify opinions and actions.• Find and test solutions to dramatic probems, e.g. how to show a ageing.• Recognise and actions.• Becognise and actions.• Recognise ad actions.• Recognise ad actions.• Use arange or create a new story.• Use complex and actions.• Use arange of styles to enhance meaning and re- same story in a number of different styles.• Use simile and anlogy to carry meaning. loon account different syles.• Use simile and analogy to carry meaning. loon account different syles.• Use simile and analogy to carry meaning. loon carry meaning. e.g. flag for nationalism.• Use simile and analogy to carry meaning.• Construct and gustify logical, arguments about a work.• Eith character consequences of these act	Development Stage / Year Group	Classification	Frames of Reference	Symbolic Representation	Critical Reflection	Intention, Causality, Experimentation	Narrative Seriation
	/ Year Group Concrete transitional	 Compare and contrast works, ideas, arguments and outcomes. Reclassify in the light of new evidence. Recognise conventions and styles as a means of categorising the component parts of a drama or 	 Describe a range of literacy styles and structures, e.g. documentary, romantic and abstract. Use a range of styles to enhance meaning and re- shape meaning, e.g. soliloquy. Represent the same story in a number of different styles. Take into account different 	 Use non-verbal techniques to create meaning and character. Recognise that the relative status of characters influences the nature of relationship and character. Use simile and analogy to carry meaning. Icons carry meaning, e.g. flag for 	 Justify opinions and actions. Recognise and explain bias and propaganda. Refine work and opinions in the light of feedback. Identify and reflect on the use of dramatic structures to create meaning. Construct and justify logical, critical, arguments and counter- arguments about 	 Find and test solutions to dramatic problems, e.g. how to show a character ageing. Use dramatic techniques I order to create an intended effect, e.g. silence, voice, tone and level. Link characters' motives to their actions and relate these to the consequences of 	 Re-order events to change their original meaning or create a new story. Use complex narrative techniques, e.g. flashbacks. Speculate on a number of different endings. Tell the same story or create drama from a variety of

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Development Stage / Year Group	Classification	Frames of Reference	Symbolic Representation	Critical Reflection	Intention, Causality, Experimentation	Narrative Seriation
Formal Operational Years 5 and 6	 Make rich multi- layered comparisons between two or more works. Select appropriate styles and conventions to achieve a desired effect. Categorise a work using three or more variables. Recognise that theatrical and narrative conventions and styles are culturally determined. 	 Make explicit the implicit meaning in own work and the work of others. Explore the relationship between style and genre and their impact on meaning. Juxtapose apparently conflicting genres and styles to achieve a novel effect, e.g. the use of a game show format for a trial. 	 Create dramatic impact by using the relative position of characters and the performance space to create meaning. Recognise and speculate on the use of symbols by others. 	 Use deductive reasoning to piece together evidence to form a judgement about literacy or dramatic work. Make clear and justifiable connections between own work and the work of others. Understand and evaluate the literary intentions of self and others construct arguments to justify critical conclusions. 	 Analyse parts of whole relationships in terms of intent and causality. Create more complex hypotheses involving a number of variables. Use a number of styles, structures and techniques to create an intended effect. Identify and evaluate the intentions of others. 	 Create a narrative that carries more than one meaning at the same time, e.g. metaphor or parable. Recognise layers of meaning in others' narratives.