

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



Development Stage / Year Group	Classification	Frames of Reference	Symbolic Representation	Critical Reflection	Intention, Causality, Experimentation	Narrative Seriation
<p>Concrete operational</p> <p>Years 1, 2 and 3</p>	<ul style="list-style-type: none"> Recognise the variables in a work, e.g. dialogue, characters and movement. Recognise elements of style and genre e.g. forms of characterisation and non-linear narrative. 	<ul style="list-style-type: none"> Describe basic 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 viewpoints. 	<ul style="list-style-type: none"> 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, e.g. cloak for a king or a queen. 	<ul style="list-style-type: none"> Reflect on the motives of self and others and respond using descriptive language. Comment on the use and impact of style and structure. 	<ul style="list-style-type: none"> Link a single cause and effect. Make assumptions about motivation and / or artistic intent based on evidence and / or direct experience. Create simple hypotheses about causes. 	<ul style="list-style-type: none"> Sequence events into a justifiable order. Be aware of the beginning, middle and end of narratives. Tell a story or create a drama from a particular point of view.

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<p>Concrete transitional</p> <p>Years 3, 4 and 5</p>	<ul style="list-style-type: none"> 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 narrative. 	<ul style="list-style-type: none"> 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 viewpoints. 	<ul style="list-style-type: none"> 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 nationalism. 	<ul style="list-style-type: none"> 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 a work. 	<ul style="list-style-type: none"> Find and test solutions to dramatic problems, e.g. how to show a character ageing. Use dramatic techniques in 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 these actions. 	<ul style="list-style-type: none"> 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 viewpoints.

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<p>Formal Operational</p> <p>Years 5 and 6</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.