Communicating the Curriculum guidance statements

Listed by Programme of Study statement across all year groups

1. Listen and respond appropriately to adults and their peers

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation	Know the key points they need to focus on in order to answer a question *e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'*	Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) *e.g. 'Tell your partner three facts about ... using the right words if you can and then write them down.'*	Listen to information, work out which elements are key and make relevant, related comments *e.g. 'So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'*	Listen to complex information and identify key elements and make relevant, related comments *e.g. 'Everyone needs to find a partner and then collect a kit. You will need two flasks, 100 ml of water and some food dye. You will need to take two colours for each group, but the groups can share if there are not enough to go around. Decide who's going to collect what, and if you need to share colours, and then wait until I tell you what to do next.'*	Understand the key points made by a number of speakers and to compare different points of view
I can listen to the teacher in my classroom and ignore other people or noises.	**I can find the most important parts in a spoken question.**	**I can listen to tricky information and find the important parts.**	**I can listen to information, know the important parts and comment on it.**	**I can listen to complex information, know the important parts and respond to it.**	**I can listen to information from different people and compare different points of view.**
Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when' *e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'*	Understand complex 2-3 part instructions *e.g. 'Choose a character from the story we have just read, then talk to your partner about how they feel at the end of the story and be ready to share your ideas.'*	Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed *e.g. 'Everyone needs to stop talking and listen now, otherwise we will be late for break.'*	Infer meanings, reasons and make predictions *e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'*	Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said *e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'*	Appreciate sarcasm when it is obvious *e.g. 'My best vase, broken. Now that was really clever.'*
I can understand instructions that tell me the order I have to do something.	**I can understand long instructions where I have to do several different things.**	**I can understand why I must follow a teacher's instruction and what will happen if I do not do this.**	**I can work out what could happen next even when the teacher has not told me.**	**I can work out when a message has a different meaning.**	**I can recognise when someone does not mean exactly what they say.**

Communicating the Curriculum guidance statements

Listed by Programme of Study statement across all year groups

2. Ask relevant questions to extend their understanding and knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask questions to find out things using 'how' and 'why' when prompted *e.g. 'Can you think of a 'why' question about this story?' – 'Why does Harry go to the island of the monsters?'*	Ask a range of different types of questions to find out specific information including 'how' and 'why' *e.g. 'How do we know the burglars can't get in?'*	Ask a range of different types of questions to find out specific information including 'how' and 'why' *e.g. 'How do we know this was from Ancient Roman times?'*	Able to use a series of questions to keep a conversation flowing *e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'*	Use follow up questions linked to answers that have just been given *e.g. 'When did you...?', 'What happened... ?', 'Why did you... ?'*	Understand and use different types of questions: open, closed, rhetorical
I can find things out by asking how and why questions.	**I can ask lots of different types of questions to find things out.**	**I can ask relevant questions.**	**I can ask a series of questions to have a conversation.**	**I can ask a variety of follow up questions to find out more about the initial answer / information given.**	**I can understand and use lots of different types of questions.**
Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration)	Recognise when a message is not clear and be able to provide some information about why *e.g. 'Can you say that again; you used too many words' or 'It was too fast.'*	Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question *e.g. 'What does that long word mean?'*	Be aware of when they can't remember and ask for an explanation *e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'*	Ask a clarification question that requires the speaker to elaborate on what they have said *e.g. 'Could you explain again how that works?'*	Identify clearly when they haven't understood and be specific about what additional information they need *e.g. 'So what is the difference between transparent and translucent?'*
I can say 'I don't understand' when I'm stuck.	**I can tell someone when I don't understand something and why I didn't understand it.**	**I can tell someone when I don't understand all the words that they have used and ask them about it.**	**I can say when I can't remember certain words and ask for an explanation.**	**I can ask a specific question so that the speaker clarifies what s/he meant.**	**I can ask a specific question to work out what piece of a message I don't understand.**

3. Use relevant strategies to build their vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to group and name members of categories and to suggest possible category names *e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'*	Recognise when they haven't understood a word or words and be able to provide some information about why *e.g. 'Can you say that again; you used too many words' or 'It was too fast.'*	Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes *e.g. 'The land around the arctic has no trees and is called the tundrum.' (Meaning 'tundra')*	Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding *e.g. 'What do we call a ghost again, is it a spectator or a spectre?'*	Incorporate topic vocabulary into their written and spoken work *e.g. 'Everything is made up of atoms, like solids, liquids and gases.'*	Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate *e.g. 'I had to co-operate really hard to get my work done.'*
I can sort things into groups and give each group a name.	**I can tell someone when I don't understand something and why I didn't understand it.**	**I try to use new topic vocabulary in my answers.**	**I can tell someone when I can't remember the right word to use. I can ask a question to help me.**	**I can use topic vocabulary accurately in my spoken answers and written work.**	**I try to use 'learning' words when I am talking about my work.**
Able to guess the word from clues, or give others clues using shape, size, function, etc with support *e.g. 'It is long and wriggly and makes a hissing sound.'; 'It is found in the kitchen, it has a handle and a lip and you might put milk in it.'*	Able to compare words by the way they look, sound or their meaning for example bare/ bear, two/to/too, and begin to comment on this *e.g. 'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'*				
I know what someone is describing when they give me some clues. **I can give clues about a word for someone to guess.**	**I can talk about words that look or sound the same. I can talk about words that have the same meaning.**				

Communicating the Curriculum guidance statements

Listed by Programme of Study statement across all year groups

4. Articulate and justify answers, arguments and opinions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use language consistently to express likes and dislikes *e.g. 'I don't like using sticky clay.'*	Use simple conjunctions to justify or explain something *e.g. 'I am going to finish this picture because then I won't have to do it for homework.'*	Give reasons and explanations for choices and viewpoints in class discussions *e.g. 'I think the ending of the book is better than the ending in the film because sometimes things don't work out well for people in real life.'*	Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan *e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'*	Able to use complex sentences and link by meaning to present ideas logically *e.g. 'We travelled to France for our holiday and enjoyed the journey on the ferry because there was a soft play area and we were allowed to drink coke.'*	Able to use language to negotiate with others, to explain options available and to predict possible outcomes *e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'*
I can use a sentence to tell someone when I am not happy.	**I can explain things using a sentence with 'because' or 'when'.**	**I can give a reason for what I think in a class discussion.**	**I can summarise and explain my group's discussion.**	**I can share information with other people so that they can understand me clearly.**	**I can explain, negotiate and predict possible outcomes.**

5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to use early 'story language' *e.g. 'Once upon a time …'; 'One day, …'*	Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order *e.g. 'Mum and the boy decided to go fishing. They put their things in the car. They drove to the lake. They started fishing. Mum caught a big fish and fell in the water.'*	Tell a story with a clear structure including the setting and ideas linked in different ways *e.g. 'On holiday me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away.'*	Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point	Include a subplot in telling stories and recalling events before resolving the main storyline	Tell elaborate entertaining stories which are full of detailed descriptions
I can start stories using 'Once upon a time …' or 'One day, …'	**I can tell stories that are easy to understand.**	**I can tell stories using conjunctions and include details about who, when and where.**	**I can tell exciting stories using a clear plot and good vocabulary.**	**I can tell stories with a sub-plot.**	**I can tell a story with a sub-plot and lots of detail with varied vocabulary.**
Use language to talk through a series of steps for example for simple problem solving *e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table'*	Describe in 2-3 sentences how to solve a problem *e.g. 'First I added up all the numbers. Then I worked out how many to make 50. Then I added 50 to make 100, 'cos that's the same as £1.'*	Discuss how a character may be feeling and why *e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'*	Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased *e.g. 'I shouted because I was angry.'*	Present a point of view using persuasive language *e.g. 'Please come to my party – it will be awesome! We are having a really funny clown and the biggest bouncy castle in the world.'*	Share ideas and information, give and receive advice, offer and take notice of the opinion of others *e.g. 'I think it would be a good idea to use a different colour pen so it stands out.' or 'We could strengthen the towers like this, but I think your way will work better.'*
I can talk about the things I need to do so that I can complete a task.	**I can explain how I solved a problem.**	**I can talk about why I think the character feels a certain way.**	**I can explain things that have happened to me or people I know including how I or other people felt.**	**I know how to try to make people agree with me when I am talking to them.**	**I can listen to other people's opinions and share mine.**

5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings – continued

Able to join sentences using 'and' *e.g. 'I went shopping and I bought some apples.'*	Able to use conjunctions to increase the length and grammatical complexity of sentences *e.g. 'because', 'when'.*	Able to use conjunctions to increase the length and grammatical complexity of sentences *e.g. 'before, after, while, so'.*	Able to use fronted adverbials to increase the length and grammatical complexity of sentences *e.g. 'Later that day, I heard the bad news.'*	Use complex sentences and conjunctions to link ideas together in order to present ideas logically *e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'*	Use long and complex sentence structures in class and other situations *e.g. 'I will come with you only because it means that you will stop hassling me.'*
I can join sentences using 'and'.	**I can use 'because' or 'when' to make my sentences longer.**	**I can use 'before, after, while' and 'so' to make my sentences longer.**	**I can begin my explanations or story sentences with phrases using 'later, before, after, while'.**	**I can use long sentences to talk about my ideas.**	**I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.**

6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity	Take turns to talk, listen and respond in two way conversations and groups	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils	Able to sustain a conversation by giving reasons and explaining choices and views *e.g. 'I think we should start sorting out these pictures so we can stick them onto the paper. If we use the Pritt stick it will be quicker than using the other glue.'*	Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others *e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first'.*
I can listen carefully when I am in a group.	**I can listen carefully in a group and take turns in a discussion.**	**I can start a conversation with school visitors or other pupils in my school.**	**I can add to a conversation by explaining my thinking to other people.**	**I can ask questions and make helpful comments to help keep a conversation going.**	**I can share my opinions with other people and listen and respond to what they think.**

7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use language to talk self through steps required in simple problem solving *e.g. 'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'*	Accurately predict what will happen in a story or retelling of an event *e.g. 'I think he is going to fall into the water because he is not looking where he is going.'*	Understand how language is used to investigate and reflect on feelings *e.g. 'I feel sad because Jane is leaving. How do you feel?'*	Able to discuss cause and effect *e.g. 'If you hold the bowl still, I'll be able to pour the mixture in with two hands. That way I won't spill any of it.'*	Able to use complex sentences and to present ideas logically *e.g. 'The easiest way to get to the gym is going through the big hall which is on the left as you leave this room. Then turn right and it is the third door on the left.'*	Use inference, reasoning and prediction skills *e.g. 'I know you don't mean that because I have seen the other class lining up.'*
I can talk about the things I need to do so that I can complete a task.	**I can talk about what will happen next in a story or something that happened.**	**I can use words to describe various feelings and find out how other people feel about the same thing.**	**I can discuss what might happen and why.**	**I can share complicated information with other people so that they can understand me clearly.**	**I can understand what other people mean or are trying to suggest even if they don't say it literally.**
				Able to use language to persuade *e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fundraising group and you can make a difference to someone's life.'*	Able to negotiate an agreement explaining other options and possible outcomes *e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'*
				I can persuade people to agree with me by talking to them .	**I can use language to discuss and agree something.**

8. Speak audibly and fluently with an increasing command of standard English

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Produce speech that is clear and easy to understand, with only a few immaturities *e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.*	Produce speech that is consistently clear and easy to understand, with very few immaturities *e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.*	Produce speech that is consistently clear and easy to understand	Produce speech that is consistently clear and easy to understand	Produce speech that is consistently clear and easy to understand	Produce speech that is consistently clear and easy to understand
I can say most speech sounds clearly.	**I can say most speech sounds clearly.**	**I can say all speech sounds clearly.**	**I can say all speech sounds clearly.**	**I can say all speech sounds clearly.**	**I can say all speech sounds clearly.**
Able to say words accurately with 3 syllables or less	Able to say words with 4 or more syllables fairly consistently	Able to say words of any length with accuracy	Able to say words of any length with accuracy	Able to say words of any length with accuracy	Able to say words of any length with accuracy
I can say words with up to 3 syllables clearly.	**I can say words with up to 4 syllables clearly.**	**I can say polysyllabic words clearly.**	**I can say polysyllabic words clearly.**	**I can say polysyllabic words clearly.**	**I can say polysyllabic words clearly.**
Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds	Able to manipulate sounds in words such as deleting sounds from words *e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer - 'eat'.*	Use phonological awareness skills when spelling, although some mistakes may still be made	Secure phonological awareness skills	Secure phonological awareness skills	Secure phonological awareness skills
I can blend sounds out loud to make a short word. **I can say the sounds I hear in a word.**	**I can make new words by taking some sounds away from a word.**	**I try to spell words with 4 or more phonemes by listening to the sounds in the words.**	**I can identify the sounds in a word; the number of syllables and rhyming words and use this in my reading and spelling.**	**I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.**	**I can identify the sounds in a word; the number of syllables and rhyming words and use this in my reading and spelling.**

8. Speak audibly and fluently with an increasing command of standard English – continued

Able to use appropriate tenses and word order *e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'*	Know that there are some terms or expressions that are only used amongst friends *e.g. 'Hiya!', 'See ya later!'*	Able to signal punctuation and emphasise meaning through the use of intonation *e.g. pausing to divide speech into intelligible 'chunks' of meaning.*	Use formal language when appropriate in some familiar situations *e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences.*	Use appropriately different words and phrases, from how people in that area normally talk, and standard English *e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done.'*	Able to re-phrase what they want to say according to the audience *e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.*
I can make sentences about what is happening now, what has happened and what will happen.	**I know there are some words I only use with friends.**	**I can use changes in my voice to make my meaning even clearer.**	**I can talk politely with school visitors.**	**I can talk using standard English when appropriate.**	**I can choose vocabulary appropriate to formal or informal situations.**

9. Participate in discussions, presentations, performances, role play, improvisations and debates

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Remember their words and speak clearly in short presentations, performances and role play	Take turns to talk, listen and respond in two way conversations and groups	Respond to the opinions of others in the group *e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'*	Able to take on group roles to discuss with peers *e.g. able to act as the chairperson or the note taker in a group.*	Able to take turns, listening carefully to others and politely agreeing or disagreeing with them	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others *e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'*
I can speak clearly in presentations, performances and role plays when I have just got a bit to say.	**I can listen carefully in a group and take turns in a discussion.**	**I can say something about what other people think.**	**I can take different roles in a group discussion, e.g. leader or note taker.**	**I can listen carefully to others and politely agree or disagree with them.**	**I can share my opinions with other people and listen and respond to what they think.**
				Able to present a point of view by presenting evidence and using persuasive language with familiar topics *e.g. 'I think we could all go out in the snow because we all have boots, coats, gloves and hats and if we get some fresh air now we will be able to concentrate better on our work when we come back.'*	Able to present a point of view by presenting evidence and using persuasive language with academic topics *e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'*
				I can use persuasive language when presenting my thoughts and ideas.	**I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.**

10. Gain, maintain and monitor the interest of the listener(s)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Able to initiate a conversation with a class visitor by using prepared questions	Usually able to keep to topic in a conversation	Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils	Add or omit detail according to how much is already known by the listener *e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'*	Realise when the listener doesn't fully understand and try to help them	Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others *e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first.'*
I can ask a class visitor questions that I have already thought of.	**I can talk to others and stay on the same topic.**	**I can start a conversation with school visitors or other pupils in my school.**	**When I talk to people, I usually know how much information they need.**	**I can repeat or re-phrase what I have said to help someone understand me.**	**I can share my opinions with other people and listen and respond to what they think.**
	Can be easily prompted to move on if they are talking too much	Exaggerate to make a story more interesting *e.g. 'I was so tired I could have slept for a week!'*	Use intonation to give added emphasis *e.g. 'Helpful?', she cried, 'You must be joking!'*	Is able to use humour effectively	Sophisticated use of questions to help conversation flow
	I can let someone else take a turn in a conversation when prompted.	**I can exaggerate to make my stories more exciting.**	**I can make my reading or talking sound more interesting by how I use my voice.**	**I can use language to make people laugh.**	**I can use lots of different types of questions in a conversation.**

11. Consider and evaluate different viewpoints, attending to and building on the contributions of others

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respond to points of interest when listening to contributions of others *e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'*	Ask lots of questions to find out information and respond appropriately to the answers *e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'*	Able to understand another's point of view and show whether they agree or disagree *e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'*	Able to identify and reflect on key points of what they have just been told *e.g. 'So our flag is called the Union flag and not the Union Jack. The flag pole is the jack, they always call it that on the TV.'*	Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said *e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'*	Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise *e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.'*
I can make a comment when talking to other people.	**I can ask questions to find out information and use information from the answers to make my response.**	**I can tell someone when I agree with their opinion and when I don't agree.**	**I can follow complicated information that someone is sharing and remember the important points.**	**I can work out when a message has a different meaning.**	**I can summarise what other people suggest or think and make my own suitable suggestions based on this.**

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12. Select and use appropriate registers for effective communication

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Imitate popular language *e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'*	Know that there are some terms or expressions that are only used amongst friends *e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.*	Aware of the need to use more formal language with adults *e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil' (to a peer).*	Understand and use popular colloquial expressions *e.g. 'That's sick!'*	Use appropriately different words and phrases, from how people in that area normally talk, and standard English *e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.*	Able to re-phrase what they want to say according to the audience *e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.*
I can use expressions that I hear other people using.	**I know there are some words I only use with friends.**	**I can use polite language when I am talking to adults.**	**I know lots of phrases that only people my age would use.**	**I can talk using standard English when appropriate.**	**I can choose vocabulary appropriate to formal or informal situations.**