



The Communication Trust
Every child understood

Communicating the Curriculum

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Introduction

Why is *Communicating the Curriculum* needed?

In the primary National Curriculum for England (2014), the Spoken Language Programme of Study¹ is broad – covering all ages from years 1 - 6. Schools are required to develop their own progression points for children across year groups, based on the 12 statements which make up the Programme of Study. There are no longer levels of attainment for monitoring children's progress.

In conjunction with this, assessment is more closely tied to the curriculum in each year group to enable staff, parents and pupils to clearly see what has been achieved, as well as identifying gaps in learning and next steps.

Some schools may find this difficult to do accurately; teaching staff report limited expertise in language and communication development. This potentially means that schools may not accurately monitor children's progress in spoken language and more importantly, may therefore miss children who are not making expected progress in their spoken language skills.

How can *Communicating the Curriculum* help?

Communicating the Curriculum will enable primary schools to define and monitor progression within the National Curriculum Programme of Study for Spoken Language for Years 1-6.

It will show schools how the programme of study statements can be broken down in relation to the typical stages of language development, and also how they can use this to inform and identify a pupil's progression with their spoken language skills.

How was *Communicating the Curriculum* developed?

The content of *Communicating the Curriculum* was developed by specialists in speech, language and communication in collaboration with a number of mainstream schools. The content is based on The Communication Trust's *Universally Speaking* booklets, but also draws on extensive desk research of typical language development. You can find out more about the booklets at www.thecommunicationtrust.org.uk/universallyspeaking. The guidance is also aligned with the Year 1 phonics check and Key Stage 1 and 2 spelling, punctuation and grammar tests.

This resource will enable schools to ensure they can successfully describe progress for their pupils in spoken language in the National Curriculum and also act as a trigger for any concerns about attainment or progress in this area for individual pupils.

¹ You can find out more and read the statements here - www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#spoken-language-years-1-to-6

Language development in primary school

Language development in the primary years steadily builds on the solid foundations that are established during the early years.² Children's attention, listening, understanding, vocabulary, speech, grammar, storytelling and conversations all develop further in terms of skills, knowledge and complexity.

All of these skills contribute to progress in the Programme of Study for Spoken Language.

➤ The development of spoken language skills is a core part of development throughout childhood and adolescence:

- Having good spoken language skills supports thinking and reasoning skills crucial to learning across the curriculum.
- Spoken language skills underpin literacy development, for example in decoding letters and sounds, and the development of vocabulary to support reading fluency and comprehension.
- There are strong evidenced links between other aspects of spoken language (e.g. vocabulary and narrative skills) and achievement.
- Building relationships and emotional development also rely on the ability to communicate.
- Many children and young people at risk of under-achieving have weaker language skills. A focus on spoken language can help to reduce the gap in attainment.

➤ The vast majority of learning, especially in the primary years, relies on spoken language. The primary curriculum provides a wealth of opportunities for developing language, for example predicting in science investigations, giving instructions in computing or explaining points of view in history.

➤ More information about the role of spoken language in learning can be found in *A Generation Adrift*, available at www.thecommunicationtrust.org.uk/agenerationadriftor-practitioners/a-generation-adrift

² For further information on language development in the early years please see *Universally Speaking 0-5* and *Beyond Measure* for information about using the reception baseline assessment to identify and support reception aged children with speech, language and communication needs – www.thecommunicationtrust.org.uk/earlyyears

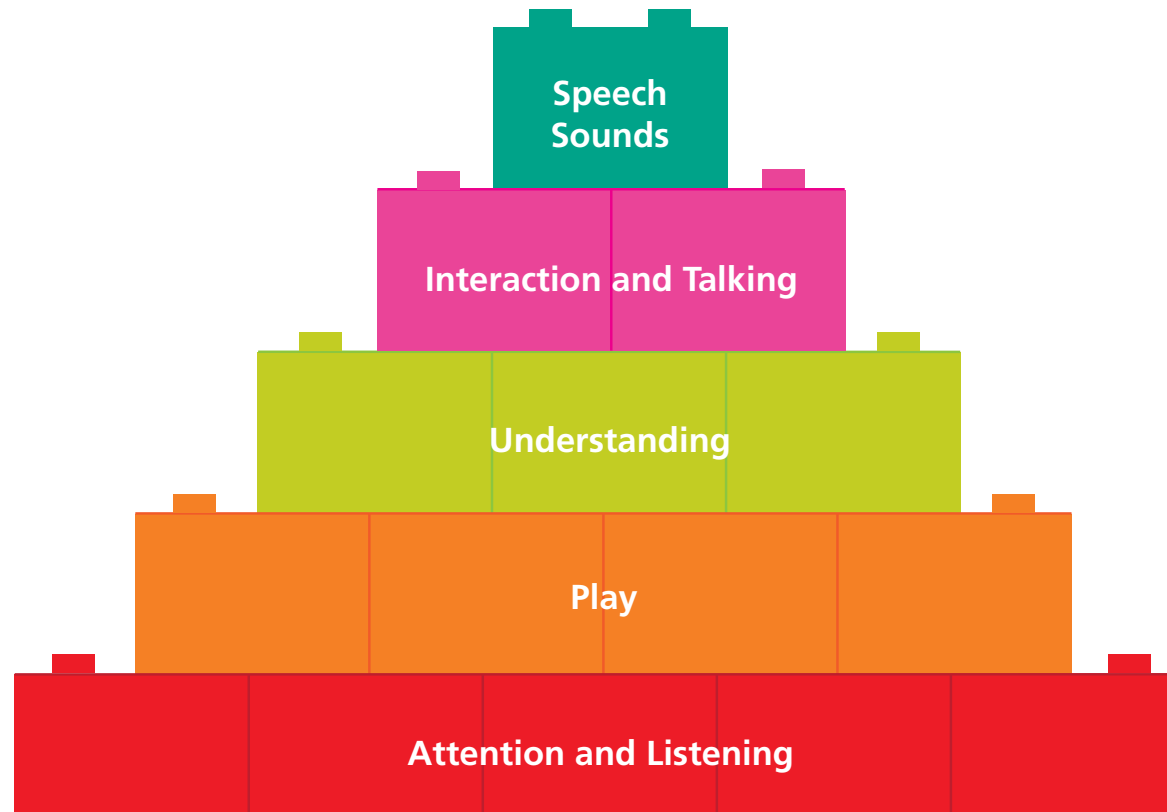
How children develop language

- Spoken language skills develop in a supportive environment where there are opportunities and encouragement to talk and listen, and responsive adults can take time to listen as well as talk.
- Children develop their skills by hearing good examples of language and communication around them and by having plenty of opportunities to practise talking with adults and peers.
- Children need good listening and attention skills as a basis for developing their talking, understanding and communication (see Fig.1).
- Spoken language skills develop following a progression along typical developmental milestones. Children usually understand more than they can say.
- Stories and everyday accounts help children learn how to combine sentences to express more ideas in a coherent manner.
- An important aspect of language learning is developing children's meta-language skills (their awareness of their own language skills).

Supporting children's language development in primary school

- By making a few simple adjustments to the way they work with children, staff can help children to develop their communication skills, for example:
 - Show children what you mean by 'good listening'
 - Give children the time to understand what you have said to them before expecting a response
 - Develop the expectation that children should understand what they hear, and that if they don't understand, they should have the skills and confidence to ask for clarification
 - Talk about new words when they come up and help the children to make links with words they already know
 - Children learn language by hearing good examples around them. Model good communication skills yourself by speaking clearly and in sentences that aren't too long and complicated
 - Break down the skills required for working in a group and give children opportunities to practise these skills.

- It's also important to be aware of typical language development for children in the age group you work with so you can spot when a child might be struggling, or when they may have speech, language and communication needs. Information about the typical ages and stages of children's communication development can be found in the *Universally Speaking* booklets available at: www.thecommunicationtrust.org.uk/universallyspeaking



This pyramid demonstrates the key components of spoken language, which develop based on good attention, listening and play skills.

Using *Communicating the Curriculum* guidance

Communicating the Curriculum is designed to be used by teaching staff in primary schools who do not necessarily have specialist knowledge of speech, language and communication.

For each statement in the Spoken Language Programme of Study this guidance provides descriptors for what to expect at the end of each year in primary school. This includes information about the aspects of language which contribute to the statement.

For example, statement one: *Listen and respond appropriately to adults* draws on listening and attention skills, processing and understanding of language. The guidance is organised so that each of these aspects is in a separate row.

There are a maximum of four descriptors for each statement; this is to ensure the guidance is manageable. Sometimes there are fewer things to look out for and so there may be a gap and schools may choose to consider additional things as part of their own guidance.

For each year group, the **expected** level of development is described together with a **pupil statement** which begins with 'I can ...' 'I try', or 'I know ...' which is written in **green** text.

Teaching staff should:

- Base observations on more than one context – individual work, paired work, small group work, whole class instruction and also out of classroom.
- Consider what you already know about the pupil; their strengths and difficulties and any identified needs.
- Use the examples in the guidance to help guide decisions.
- Consult other people who know the child.
- Share the 'I can ...' and 'I know ...' statements with the child so that they can contribute to the assessment, recognise their achievements and also gain an understanding of what their next steps should be.
- Use the guidance of 'Below', 'Expected', 'Above' and 'Mastery' to guide planning – i.e. use this guidance as an '**assessment for learning**' during the year, as well as a summative '**assessment of learning**' at the end of the academic year.

Schools should be able to adapt the information in *Communicating the Curriculum* to fit in with whatever system they are using for assessment and monitoring progression across the National Curriculum.

If there are concerns

- Remember that the statements describe what most children should be able to do *by the end of the academic year*. Children will vary in their rate of development; summer-born children especially may need a little more time.
- However if a child or group of children are appearing as 'Below expectations' then this should be used to inform planning across the curriculum, for example by:
 - Reviewing the strategies and approaches used by staff when working with these children
 - Providing clear models of language at the appropriate level of complexity with visual reinforcement and opportunities for the children to practise

- Building this into subsequent planning, e.g. highlighting vocabulary to target, key questions and suitable sentence structures to develop. *Universally Speaking* 5-11 provides some practical ideas and activities for supporting children's spoken language – www.thecommunicationtrust.org.uk/universallyspeaking. Further useful ideas and activities can be found on our website – www.thecommunicationtrust.org.uk and in our Consortium Catalogue – www.thecommunicationtrust.org.uk/consortiumcatalogue
- Continue to share with parents simple strategies and activities that they might easily be able to do at home to support their child's learning and development.

- A child consistently appearing 'Below expectations' may indicate that there are some difficulties with spoken language and therefore it is important to look in more detail at what they are struggling with. There are a number of tools to help schools do this, for example: *Universally Speaking* – www.thecommunicationtrust.org.uk/universallyspeaking and *The Progression Tools* – www.thecommunicationtrust.org.uk/progressiontools. Looking in greater detail will help to identify any speech, language and communication needs and any other special educational needs.
- Ensure that progress in spoken language is included in regular pupil progress meetings involving class teachers and senior staff (e.g. the SENCo), in case more targeted support is required (e.g. SEN support or a request for an education, health and care needs assessment).

Finding what you need in *Communicating the Curriculum*

The following pages of this resource provide;

- **Two guidance statement tables** – The guidance statements are provided in this document in two formats:
 - The first sets out progress against each Programme of Study statement for all year groups from 1 - 6 separately (begins on page 12).
 - The second provides an overview of all 12 Programme of Study statements for each year group (begins on page 27)
 - Both formats are available separately on our website as posters for easy reading and display; you can access these at www.thecommunicationtrust.org.uk/communicatingthecurriculum.

- **Recording guidelines** – There are also guidelines provided to support the recording of pupil performance: *below what is expected*, *at the expected level*, *above what is expected* and a *mastery level*. These reflect the frequency, confidence, consistency and context in which children demonstrate the skills and are based on what is known about how children typically develop language. These terms are explained in more detail on page 48 and reflect the purposes and principles of assessment, and rationale for the removal of attainment levels outlined by the Commission on Assessment Without Levels - www.gov.uk/government/groups/commission-on-assessment-without-levels.

Using the guidelines should help advance learning as well as determine whether learning has taken place.

Template summary tables are also available on our website. These templates provide a space for teachers to record and track progress both for individual pupils and whole classes across the Spoken Language Programme of Study. They can be downloaded from The Communication Trust website here – www.thecommunicationtrust.org.uk/communicatingthecurriculum

Spoken Language Programme of Study statements for years 1–6³

Pupils should be taught to:

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of standard English
9. Participate in discussions, presentations, performances, role play, improvisations and debates
10. Gain, maintain and monitor the interest of the listener(s)
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others
12. Select and use appropriate registers for effective communication

³ www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#spoken-language--years-1-to-6

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 |
|---|--|---|---|--|---|
| <p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> | <p>Know the key points they need to focus on in order to answer a question</p> <p><i>e.g. 'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'</i></p> | <p>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)</p> <p><i>e.g. 'Tell your partner three facts about ... using the right words if you can and then write them down.'</i></p> | <p>Listen to information, work out which elements are key and make relevant, related comments</p> <p><i>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.'</i></p> | <p>Listen to complex information and identify key elements and make relevant, related comments</p> <p><i>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.'</i></p> | <p>Understand the key points made by a number of speakers and to compare different points of view</p> |
| <p>I can listen to the teacher in my classroom and ignore other people or noises.</p> | <p>I can find the most important parts in a spoken question.</p> | <p>I can listen to tricky information and find the important parts.</p> | <p>I can listen to information, know the important parts and comment on it.</p> | <p>I can listen to complex information, know the important parts and respond to it.</p> | <p>I can listen to information from different people and compare different points of view.</p> |

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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|
| <p>Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when'</p> <p><i>e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</i></p> | <p>Understand complex 2-3 part instructions</p> <p><i>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.'</i></p> | <p>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed</p> <p><i>e.g. 'Everyone needs to stop talking and listen now, otherwise we will be late for break.'</i></p> | <p>Infer meanings, reasons and make predictions</p> <p><i>e.g. 'Now, Class 4, I'm going to count to 10' - i.e. 'Mrs Jones is getting cross, we need to listen.'</i></p> | <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p> <p><i>e.g. 'You said there was no milk left but I can see a full jug on the table. You are teasing me!'</i></p> | <p>Appreciate sarcasm when it is obvious</p> <p><i>e.g. 'My best vase, broken. Now that was really clever.'</i></p> |
| <p>I can understand instructions that tell me the order I have to do something.</p> | <p>I can understand long instructions where I have to do several different things.</p> | <p>I can understand why I must follow a teacher's instruction and what will happen if I do not do this.</p> | <p>I can work out what could happen next even when the teacher has not told me.</p> | <p>I can work out when a message has a different meaning.</p> | <p>I can recognise when someone does not mean exactly what they say.</p> |

Guidance statements

2. Ask relevant questions to extend their understanding and knowledge

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

3. Use relevant strategies to build their vocabulary

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

Guidance statements

4. Articulate and justify answers, arguments and opinions

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|---|--|---|
| <p>Use language consistently to express likes and dislikes</p> <p><i>e.g. 'I don't like using sticky clay.'</i></p> | <p>Use simple conjunctions to justify or explain something</p> <p><i>e.g. 'I am going to finish this picture because then I won't have to do it for homework.'</i></p> | <p>Give reasons and explanations for choices and viewpoints in class discussions</p> <p><i>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.'</i></p> | <p>Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan</p> <p><i>e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'</i></p> | <p>Able to use complex sentences and link by meaning to present ideas logically</p> <p><i>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.'</i></p> | <p>Able to use language to negotiate with others, to explain options available and to predict possible outcomes</p> <p><i>e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.'</i></p> |
| <p>I can use a sentence to tell someone when I am not happy.</p> | <p>I can explain things using a sentence with 'because' or 'when'.</p> | <p>I can give a reason for what I think in a class discussion.</p> | <p>I can summarise and explain my group's discussion.</p> | <p>I can share information with other people so that they can understand me clearly.</p> | <p>I can explain, negotiate and predict possible outcomes.</p> |

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 |
|--|---|---|--|--|--|
| <p>Able to use early 'story language'</p> <p>e.g. 'Once upon a time ...'; 'One day, ...'</p> | <p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order</p> <p>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.'</p> | <p>Tell a story with a clear structure including the setting and ideas linked in different ways</p> <p>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.'</p> | <p>Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point</p> | <p>Include a subplot in telling stories and recalling events before resolving the main storyline</p> | <p>Tell elaborate entertaining stories which are full of detailed descriptions</p> |
| <p>I can start stories using 'Once upon a time ...' or 'One day, ...'</p> | <p>I can tell stories that are easy to understand.</p> | <p>I can tell stories using conjunctions and include details about who, when and where.</p> | <p>I can tell exciting stories using a clear plot and good vocabulary.</p> | <p>I can tell stories with a subplot.</p> | <p>I can tell a story with a subplot and lots of detail with varied vocabulary.</p> |

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Guidance statements

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|---|---|
| <p>Use language to talk through a series of steps for example for simple problem solving</p> <p><i>e.g. 'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</i></p> | <p>Describe in 2-3 sentences how to solve a problem</p> <p><i>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.'</i></p> | <p>Discuss how a character may be feeling and why</p> <p><i>e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</i></p> | <p>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</p> <p><i>e.g. 'I shouted because I was angry.'</i></p> | <p>Present a point of view using persuasive language</p> <p><i>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.'</i></p> | <p>Share ideas and information, give and receive advice, offer and take notice of the opinion of others</p> <p><i>e.g. 'I think it would be a good idea to use a different colour pen so it stands out.'</i> or <i>'We could strengthen the towers like this, but I think your way will work better.'</i></p> |
| <p>I can talk about the things I need to do so that I can complete a task.</p> | <p>I can explain how I solved a problem.</p> | <p>I can talk about why I think the character feels a certain way.</p> | <p>I can explain things that have happened to me or people I know including how I or other people felt.</p> | <p>I know how to try to make people agree with me when I am talking to them.</p> | <p>I can listen to other people's opinions and share mine.</p> |
| <p>Able to join sentences using 'and'</p> <p><i>e.g. 'I went shopping and I bought some apples.'</i></p> | <p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p> <p><i>e.g. 'because', 'when'.</i></p> | <p>Able to use conjunctions to increase the length and grammatical complexity of sentences</p> <p><i>e.g. 'before, after, while, so'.</i></p> | <p>Able to use fronted adverbials to increase the length and grammatical complexity of sentences</p> <p><i>e.g. 'Later that day, I heard the bad news.'</i></p> | <p>Use complex sentences and conjunctions to link ideas together in order to present ideas logically</p> <p><i>e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</i></p> | <p>Use long and complex sentence structures in class and other situations</p> <p><i>e.g. 'I will come with you only because it means that you will stop hassling me.'</i></p> |
| <p>I can join sentences using 'and'.</p> | <p>I can use 'because' or 'when' to make my sentences longer.</p> | <p>I can use 'before, after, while' and 'so' to make my sentences longer.</p> | <p>I can begin my explanations or story sentences with phrases using 'later, before, after, while'.</p> | <p>I can use long sentences to talk about my ideas.</p> | <p>I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.</p> |

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 <i>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.'</i> | 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 <i>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> |
| 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. |

Guidance statements

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 |
|--|---|---|--|---|---|
| <p>Use language to talk self through steps required in simple problem solving</p> <p><i>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.'</i></p> | <p>Accurately predict what will happen in a story or retelling of an event</p> <p><i>e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</i></p> | <p>Understand how language is used to investigate and reflect on feelings</p> <p><i>e.g. 'I feel sad because Jane is leaving. How do you feel?'</i></p> | <p>Able to discuss cause and effect</p> <p><i>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.'</i></p> | <p>Able to use complex sentences and to present ideas logically</p> <p><i>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.'</i></p> | <p>Use inference, reasoning and prediction skills</p> <p><i>e.g. 'I know you don't mean that because I have seen the other class lining up.'</i></p> |
| <p>I can talk about the things I need to do so that I can complete a task.</p> | <p>I can talk about what will happen next in a story or something that happened.</p> | <p>I can use words to describe various feelings and find out how other people feel about the same thing.</p> | <p>I can discuss what might happen and why.</p> | <p>I can share complicated information with other people so that they can understand me clearly.</p> | <p>I can understand what other people mean or are trying to suggest even if they don't say it literally.</p> |
| | | | | <p>Able to use language to persuade</p> <p><i>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.'</i></p> | <p>Able to negotiate an agreement explaining other options and possible outcomes</p> <p><i>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></p> |
| | | | | <p>I can persuade people to agree with me by talking to them .</p> | <p>I can use language to discuss and agree something.</p> |

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 <i>e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.</i> | Produce speech that is consistently clear and easy to understand, with very few immaturities <i>e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.</i> | 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 <i>e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer - 'eat'.</i> | 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. |

Guidance statements

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|---|--|---|
| <p>Able to use appropriate tenses and word order</p> <p><i>e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'</i></p> | <p>Know that there are some terms or expressions that are only used amongst friends</p> <p><i>e.g. 'Hiya!', 'See ya later!'</i></p> | <p>Able to signal punctuation and emphasise meaning through the use of intonation</p> <p><i>e.g. pausing to divide speech into intelligible 'chunks' of meaning.</i></p> | <p>Use formal language when appropriate in some familiar situations</p> <p><i>e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences.</i></p> | <p>Use appropriately different words and phrases, from how people in that area normally talk, and standard English</p> <p><i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done.'</i></p> | <p>Able to re-phrase what they want to say according to the audience</p> <p><i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i></p> |
| <p>I can make sentences about what is happening now, what has happened and what will happen.</p> | <p>I know there are some words I only use with friends.</p> | <p>I can use changes in my voice to make my meaning even clearer.</p> | <p>I can talk politely with school visitors.</p> | <p>I can talk using standard English when appropriate.</p> | <p>I can choose vocabulary appropriate to formal or informal situations.</p> |

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 <i>e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'</i> | Able to take on group roles to discuss with peers <i>e.g. able to act as the chairperson or the note taker in a group.</i> | 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 <i>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> |
| 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 <i>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.'</i> | Able to present a point of view by presenting evidence and using persuasive language with academic topics <i>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> |
| | | | | 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. |

Guidance statements

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 <i>e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'</i> | 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 <i>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> |
| 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 <i>e.g. 'I was so tired I could have slept for a week!'</i> | Use intonation to give added emphasis <i>e.g. 'Helpful?', she cried, 'You must be joking!'</i> | 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 |
|--|---|--|---|---|--|
| <p>Respond to points of interest when listening to contributions of others</p> <p><i>e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</i></p> | <p>Ask lots of questions to find out information and respond appropriately to the answers</p> <p><i>e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'</i></p> | <p>Able to understand another's point of view and show whether they agree or disagree</p> <p><i>e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'</i></p> | <p>Able to identify and reflect on key points of what they have just been told</p> <p><i>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.'</i></p> | <p>Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said</p> <p><i>e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'</i></p> | <p>Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise</p> <p><i>e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i></p> |
| <p>I can make a comment when talking to other people.</p> | <p>I can ask questions to find out information and use information from the answers to make my response.</p> | <p>I can tell someone when I agree with their opinion and when I don't agree.</p> | <p>I can follow complicated information that someone is sharing and remember the important points.</p> | <p>I can work out when a message has a different meaning.</p> | <p>I can summarise what other people suggest or think and make my own suitable suggestions based on this.</p> |

Guidance statements

12. Select and use appropriate registers for effective communication

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|--|---|
| <p>Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'</p> | <p>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.</p> | <p>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).'</p> | <p>Understand and use popular colloquial expressions e.g. 'That's sick!'</p> | <p>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'.</p> | <p>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.</p> |
| <p>I can use expressions that I hear other people using.</p> | <p>I know there are some words I only use with friends.</p> | <p>I can use polite language when I am talking to adults.</p> | <p>I know lots of phrases that only people my age would use.</p> | <p>I can talk using standard English when appropriate.</p> | <p>I can choose vocabulary appropriate to formal or informal situations.</p> |

Communicating the Curriculum guidance statements

Listed by year group across all Programme of Study statements

| Year 1 | | |
|---|---|--|
| 1. Listen and respond appropriately to adults and their peers | Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation | I can listen to the teacher in my classroom and ignore other people or noises. |
| | Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when' <i>e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</i> | I can understand instructions that tell me the order I have to do something. |
| 2. Ask relevant questions to extend their understanding and knowledge | Ask questions to find out things using 'how' and 'why' when prompted <i>e.g. 'Can you think of a 'why' question about this story?' – 'Why does Harry go to the island of the monsters?'</i> | I can find things out by asking how and why questions. |
| | Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration). | I can say 'I don't understand' when I'm stuck. |
| 3. Use relevant strategies to build their vocabulary | Able to group and name members of categories and to suggest possible category names <i>e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</i> | I can sort things into groups and give each group a name. |
| | Able to guess the word from clues, or give others clues using shape, size, function, etc. with support <i>e.g. 'It is long and wiggly 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.'</i> | I know what someone is describing when they give me some clues. I can give clues about a word for someone to guess. |
| 4. Articulate and justify answers, arguments and opinions | Use language consistently to express likes and dislikes <i>e.g. 'I don't like using sticky clay.'</i> | I can use a sentence to tell someone when I am not happy. |

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Guidance statements

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| 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | Able to use early 'story language' e.g. 'Once upon a time ...'; 'One day, ...' | I can start stories using 'Once upon a time ...' or 'One day, ...' |
| | 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.' | I can talk about the things I need to do so that I can complete a task. |
| | Able to join sentences using 'and' e.g. 'I went shopping and I bought some apples.' | I can join sentences using 'and'. |
| 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | 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 | I can listen carefully when I am in a group. |
| 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | 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.' | I can talk about the things I need to do so that I can complete a task. |

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| 8. Speak audibly and fluently with an increasing command of standard English | Produce speech that is clear and easy to understand, with only a few immaturities <i>e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends eg. 'sc' instead of 'scr'.</i> | I can say most speech sounds clearly. |
| | Able to say words accurately with 3 syllables or less | I can say words with up to 3 syllables clearly. |
| | Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds | I can blend sounds out loud to make a short word. I can say the sounds I hear in a word. |
| | Able to use appropriate tenses and word order <i>e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'</i> | I can make sentences about what is happening now, what has happened and what will happen. |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Remember their words and speak clearly in presentations, performances and role play | I can speak clearly in presentations, performances and role plays when I have just got a bit to say. |
| 10. Gain, maintain and monitor the interest of the listener(s) | Able to initiate a conversation with a class visitor by using prepared questions | I can ask a class visitor questions that I have already thought of. |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others | Respond to points of interest when listening to contributions of others <i>e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</i> | I can make a comment when talking to other people. |
| 12. Select and use appropriate registers for effective communication | Imitate popular language <i>e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked'</i> | I can use expressions that I hear other people using. |

Guidance statements

| Year 2 | | |
|---|--|---|
| 1. Listen and respond appropriately to adults and their peers | <p>Know the key points they need to focus on in order to answer a question e.g. <i>'Five buses have nine passengers each but the two trains are empty. How many passengers altogether?'</i></p> | I can find the most important parts in a spoken question. |
| | <p>Understand complex 2 – 3 part instructions e.g. <i>'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.'</i></p> | I can understand long instructions where I have to do several different things. |
| 2. Ask relevant questions to extend their understanding and knowledge | <p>Ask a range of different types of questions to find out specific information including 'how' and 'why' e.g. <i>'How do we know the burglars can't get in?'</i></p> | I can ask lots of different types of questions to find things out. |
| | <p>Recognise when a message is not clear and be able to provide some information about why e.g. <i>'Can you say that again; you used too many words' or 'It was too fast.'</i></p> | I can tell someone when I don't understand something and why I didn't understand it. |
| 3. Use relevant strategies to build their vocabulary | <p>Recognise when they haven't understood a word or words and be able to provide some information about why e.g. <i>'Can you say that again; you used too many words' or 'It was too fast.'</i></p> | I can tell someone when I don't understand something and why I didn't understand it. |
| | <p>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. <i>'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'</i></p> | I can talk about words that look or sound the same. I can talk about words that have the same meaning. |



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| <p>4. Articulate and justify answers, arguments and opinions</p> | <p>Use simple conjunctions to justify or explain something <i>e.g. 'I am going to finish this picture because then I won't have to do it for homework.'</i></p> | <p>I can explain things using a sentence with 'because' or 'when'.</p> |
| <p>5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> | <p>Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order <i>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.'</i></p> | <p>I can tell stories that are easy to understand.</p> |
| | <p>Describe in 2-3 sentences how to solve a problem <i>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.'</i></p> | <p>I can explain how I solved a problem.</p> |
| | <p>Able to use conjunctions to increase the length and grammatical complexity of sentences, <i>e.g. 'because', 'when'.</i></p> | <p>I can use 'because' or 'when' to make my sentences longer.</p> |
| <p>6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> | <p>Take turns to talk, listen and respond in two way conversations and groups</p> | <p>I can listen carefully in a group and take turns in a discussion.</p> |
| <p>7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> | <p>Accurately predict what will happen in a story or retelling of an event <i>e.g. 'I think he is going to fall into the water because he is not looking where he is going.'</i></p> | <p>I can talk about what will happen next in a story or something that happened.</p> |

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Guidance statements

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| 8. Speak audibly and fluently with an increasing command of standard English | Produce speech that is consistently clear and easy to understand, with very few immaturities <i>e.g. 'f' instead of 'th', complex consonant blends, e.g. 'sc' instead of 'scr'.</i> | I can say most speech sounds clearly. |
| | Able to say words with 4 or more syllables fairly consistently | I can say words with up to 4 syllables clearly. |
| | Able to manipulate sounds in words such as deleting sounds from words <i>e.g. 'What word do you get if you take away the 'f' sound from 'feet'? Answer: 'eat'.</i> | I can make new words by taking some sounds away from a word. |
| | Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'Hiya!', 'See ya later!'</i> | I know there are some words I only use with friends. |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Take turns to talk, listen and respond in two way conversations and groups | I can listen carefully in a group and take turns in a discussion. |
| 10. Gain, maintain and monitor the interest of the listener(s) | Usually able to keep to topic in a conversation | I can talk to others and stay on the same topic. |
| | Can be easily prompted to move on if they are talking too much | I can let someone else take a turn in a conversation when prompted. |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others | Ask lots of questions to find out information and respond appropriately to the answers <i>e.g. 'It is called evaporation? OK, then the answer is that the water will evaporate when it is heated up.'</i> | I can ask questions to find out information and use information from the answers to make my response. |
| 12. Select and use appropriate registers for effective communication | Know that there are some terms or expressions that are only used amongst friends <i>e.g. 'in your face', 'wicked' and 'yeah right' with friends but not teachers.</i> | I know there are some words I only use with friends. |

Year 3

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| <p>1. Listen and respond appropriately to adults and their peers</p> | <p>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)</p> <p><i>e.g. 'Tell your partner three facts about ... using the right words if you can and then write them down.'</i></p> | <p>I can listen to tricky information and find the important parts.</p> |
| | <p>Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed</p> <p><i>e.g. 'Everyone needs to stop talking and listen now, otherwise we will be late for break.'</i></p> | <p>I can understand why I must follow a teacher's instruction and what will happen if I do not do this.</p> |
| <p>2. Ask relevant questions to extend their understanding and knowledge</p> | <p>Ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p><i>e.g. 'How do we know this was from Ancient Roman times?'</i></p> | <p>I can ask relevant questions.</p> |
| | <p>Be aware of when they haven't understood something because of the vocabulary used and ask a general clarification question</p> <p><i>e.g. 'What does that long word mean?'</i></p> | <p>I can tell someone when I don't understand all the words that they have used, and ask them about it.</p> |
| <p>3. Use relevant strategies to build their vocabulary</p> | <p>Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes</p> <p><i>e.g. 'The land around the arctic has no trees and is called the tundra.' (Meaning 'tundra')</i></p> | <p>I try to use new topic vocabulary in my answers.</p> |
| <p>4. Articulate and justify answers, arguments and opinions</p> | <p>Give reasons and explanations for choices and viewpoints in class discussions</p> <p><i>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.'</i></p> | <p>I can give a reason for what I think in a class discussion.</p> |

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| <p>5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> | <p>Tell a story with a clear structure including the setting and ideas linked in different ways <i>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.'</i></p> | <p>I can tell stories using conjunctions and including details about who, when and where.</p> |
| | <p>Discuss how a character may be feeling and why <i>e.g. 'I think he might be feeling confused because he doesn't understand why his cat has died.'</i></p> | <p>I can talk about why I think the character feels a certain way.</p> |
| | <p>Able to use conjunctions to increase the length and grammatical complexity of sentences <i>e.g. 'before, after, while, so'</i></p> | <p>I can use 'before, after, while' and 'so' to make my sentences longer.</p> |
| <p>6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> | <p>Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils</p> | <p>I can start a conversation with school visitors or other pupils in my school.</p> |
| <p>7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> | <p>Understand how language is used to investigate and reflect on feelings <i>e.g. 'I feel sad because Jane is leaving. How do you feel?'</i></p> | <p>I can use words to describe various feelings and find out how other people feel about the same thing.</p> |

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| 8. Speak audibly and fluently with an increasing command of standard English | Produce speech that is consistently clear and easy to understand | I can say all speech sounds clearly. |
| | Able to say words of any length with accuracy | I can say polysyllabic words clearly. |
| | Use phonological awareness skills when spelling, although some mistakes may still be made | I try to spell words with 4 or more phonemes by listening to the sounds in the words. |
| | Able to signal punctuation and emphasise meaning through the use of intonation <i>e.g. pausing to divide speech into intelligible 'chunks' of meaning.</i> | I can use changes in my voice to make my meaning even clearer. |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Respond to the opinions of others in the group <i>e.g. 'Everyone on my table thinks the boy made the right choice. I agree with them.'</i> | I can say something about what other people think. |
| 10. Gain, maintain and monitor the interest of the listener(s) | Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils. | I can start a conversation with school visitors or other pupils in my school. |
| | Exaggerate to make a story more interesting <i>e.g. 'I was so tired I could have slept for a week!'</i> | I can exaggerate to make my stories more exciting. |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others | Able to understand another's point of view and show whether they agree or disagree <i>e.g. 'I know why you think the boy is naughty but I don't think he did it on purpose.'</i> | I can tell someone when I agree with their opinion and when I don't agree. |
| 12. Select and use appropriate registers for effective communication | Aware of the need to use more formal language with adults <i>e.g. 'Please could I have another pencil?' (to the teacher) or 'Give me/pass me another pencil (to a peer).'</i> | I can use polite language when I am talking to adults. |

Guidance statements

| Year 4 | | |
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| 1. Listen and respond appropriately to adults and their peers | Listen to information, work out which elements are key and make relevant, related comments <i>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.'</i> | I can listen to information, know the important parts and comment on it. |
| | Infer meanings, reasons and make predictions <i>e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'</i> | I can work out what could happen next even when the teacher has not told me. |
| 2. Ask relevant questions to extend their understanding and knowledge | Able to use a series of questions to keep a conversation flowing <i>e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'</i> | I can ask a series of questions to have a conversation. |
| | Be aware of when they can't remember and ask for an explanation <i>e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'</i> | I can say when I can't remember certain words and ask for an explanation. |
| 3. Use relevant strategies to build their vocabulary | Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding <i>e.g. 'What do we call a ghost again, is it a spectator or a spectre?'</i> | I can tell someone when I can't remember the right word to use. I can ask a question to help me. |
| 4. Articulate and justify answers, arguments and opinions | Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan <i>e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'</i> | I can summarise and explain my group's discussion. |

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| 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point | I can tell exciting stories using a clear plot and good vocabulary. |
| | 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 <i>e.g. 'I shouted because I was angry.'</i> | I can explain things that have happened to me or people I know including how I or other people felt. |
| | Able to use fronted adverbials to increase the length and grammatical complexity of sentences <i>e.g. 'Later that day, I heard the bad news.'</i> | I can begin my explanations or story sentences with phrases using 'later, before, after, while'. |
| 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | Able to sustain a conversation by giving reasons and explaining choices and views <i>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.'</i> | I can add to a conversation by explaining my thinking to other people. |
| 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Able to discuss cause and effect <i>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.'</i> | I can discuss what might happen and why. |

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Guidance statements

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| 8. Speak audibly and fluently with an increasing command of standard English | Produce speech that is consistently clear and easy to understand | I can say all speech sounds clearly. |
| | Able to say words of any length with accuracy | I can say polysyllabic words clearly. |
| | Secure phonological awareness skills | I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling. |
| | Use formal language when appropriate in some familiar situations <i>e.g. showing a visitor around school, using language such as 'Excuse me', 'I'm pleased to meet you' and speaking in full sentences.</i> | I can talk politely with school visitors. |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Able to take on group roles to discuss with peers <i>e.g. able to act as the chairperson or the note taker in a group</i> | I can take different roles in a group discussion, e.g. leader or note taker. |
| 10. Gain, maintain and monitor the interest of the listener(s) | Add or omit detail according to how much is already known by the listener <i>e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'</i> | When I talk to people, I usually know how much information they need. |
| | Use intonation to give added emphasis <i>e.g. 'Helpful?', she cried, 'You must be joking!'</i> | I can make my reading or talking sound more interesting by how I use my voice. |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others | Able to identify and reflect on key points of what they have just been told <i>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.'</i> | I can follow complicated information that someone is sharing and remember the important points. |

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12. Select and use appropriate registers for effective communication

Understand and use popular colloquial expressions
e.g. *'That's sick!'*

I know lots of phrases that only people my age would use.

Guidance statements

Year 5

1. Listen and respond appropriately to adults and their peers

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.'

I can listen to complicated information, know the important parts and respond to it.

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!'

I can work out when a message has a different meaning.

2. Ask relevant questions to extend their understanding and knowledge

Use follow up questions linked to answers that have just been given

e.g. 'When did you ...?', 'What happened ...?', 'Why did you ...?'

I can ask a variety of follow up questions to find out more about the initial answer / information given.

Ask a clarification question that requires the speaker to elaborate on what they have said

e.g. 'Could you explain again how that works?'

I can ask a specific question so that the speaker clarifies what s/he meant.

3. Use relevant strategies to build their vocabulary

Incorporate topic vocabulary into their written and spoken work

e.g. 'Everything is made up of atoms, like solids, liquids and gases.'

I can use topic vocabulary accurately in my spoken answers and written work.

4. Articulate and justify answers, arguments and opinions

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.'

I can share information with other people so that they can understand me clearly.



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| 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | Include a subplot in telling stories and recalling events before resolving the main storyline | I can tell stories with a sub-plot. |
| | Present a point of view using persuasive language <i>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.'</i> | I know how to try to make people agree with me when I am talking to them. |
| | Use complex sentences and conjunctions to link ideas together in order to present ideas logically <i>e.g. 'The boy fell over in the park; however he did not need to go to hospital because his injuries were not serious.'</i> | I can use long sentences to talk about my ideas. |
| 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | Able to use and respond to a range of strategies such as asking questions or making relevant comments to keep a conversation flowing | I can ask questions and make helpful comments to help keep a conversation going. |
| 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas | Able to use complex sentences and to present ideas logically <i>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.'</i> | I can share complicated information with other people so that they can understand me clearly. |
| | Able to use language to persuade <i>e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fund raising group and you can make a difference to someone's life.'</i> | I can persuade people to agree with me by talking to them . |

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Guidance statements

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| 8. Speak audibly and fluently with an increasing command of standard English | Produce speech that is consistently clear and easy to understand | I can say all speech sounds clearly. |
| | Able to say words of any length with accuracy | I can say polysyllabic words clearly. |
| | Secure phonological awareness skills | I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling. |
| | Use appropriately different words and phrases, from how people in that area normally talk, and standard English <i>e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.</i> | I can talk using standard English when appropriate. |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Able to take turns, listening carefully to others and politely agreeing or disagreeing with them | I can listen carefully to others and politely agree or disagree with them. |
| | Able to present a point of view by presenting evidence and using persuasive language with familiar topics <i>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.'</i> | I can use persuasive language when presenting my thoughts and ideas. |
| 10. Gain, maintain and monitor the interest of the listener(s) | Realise when the listener doesn't fully understand and try to help them | I can repeat or re-phrase what I have said to help someone understand me. |
| | Is able to use humour effectively | I can use language to make people laugh. |
| 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others | Actively use inference, prediction and reasoning skills by looking for the underlying meaning of what has been said <i>e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'</i> | I can work out when a message has a different meaning. |

12. Select and use appropriate registers for effective communication

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'.

I can talk using standard English when appropriate.

Guidance statements

| Year 6 | | |
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| 1. Listen and respond appropriately to adults and their peers | Understand the key points made by a number of speakers and to compare different points of view | I can listen to information from different people and compare different points of view. |
| | Appreciate sarcasm when it is obvious e.g. <i>'My best vase, broken. Now that was really clever.'</i> | I can recognise when someone does not mean exactly what they say. |
| 2. Ask relevant questions to extend their understanding and knowledge | Understand and use different types of questions: open, closed, rhetorical | I can understand and use lots of different types of questions. |
| | Identify clearly when they haven't understood and be specific about what additional information they need e.g. <i>'So what is the difference between transparent and translucent?'</i> | 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 | Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate e.g. <i>'I had to co-operate really hard to get my work done.'</i> | I try to use 'learning' words when I am talking about my work. |
| 4. Articulate and justify answers, arguments and opinions | Able to use language to negotiate with others, to explain options available and to predict possible outcomes e.g. <i>'I will put these maths books away if you will collect the pencils. This will be quicker.'</i> | I can explain, negotiate and predict possible outcomes. |

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| 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | Tell elaborate entertaining stories which are full of detailed descriptions | I can tell a story with a sub-plot and lots of detail with varied vocabulary. |
| | Share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>e.g. 'I think it would be a good idea to use a different colour pen so it stands out.'</i> or <i>'We could strengthen the towers like this, but I think your way will work better.'</i> | I can listen to other people's opinions and share mine. |
| | Use long and complex sentence structures in class and other situations <i>e.g. 'I will come with you only because it means that you will stop hassling me.'</i> | 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 | Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>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> | 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 | Use inference, reasoning and prediction skills <i>e.g. 'I know you don't mean that because I have seen the other class lining up.'</i> | I can understand what other people mean or are trying to suggest even if they don't say it literally. |
| | Able to negotiate an agreement explaining other options and possible outcomes <i>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> | I can use language to discuss and agree something. |

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Guidance statements

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| 8. Speak audibly and fluently with an increasing command of standard English | Produce speech that is consistently clear and easy to understand | I can say all speech sounds clearly. |
| | Able to say words of any length with accuracy | I can say polysyllabic words clearly. |
| | Secure phonological awareness skills | I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling. |
| | Able to re-phrase what they want to say according to the audience <i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i> | I can choose vocabulary appropriate to formal or informal situations. |
| 9. Participate in discussions, presentations, performances, role play, improvisations and debates | Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>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> | 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 academic topics <i>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> | 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) | Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others <i>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> | I can share my opinions with other people and listen and respond to what they think. |
| | Sophisticated use of questions to help conversation flow | I can use lots of different types of questions in a conversation. |

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| <p>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> | <p>Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise</p> <p><i>e.g. I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i></p> | <p>I can summarise what other people suggest or think and make my own suitable suggestions based on this.</p> |
| <p>12. Select and use appropriate registers for effective communication</p> | <p>Able to re-phrase what they want to say according to the audience</p> <p><i>e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i></p> | <p>I can choose vocabulary appropriate to formal or informal situations.</p> |

Communicating the Curriculum guidelines for recording progress

These guidelines support staff to record pupil performance. The categories we've outlined in the table below reflect the frequency, confidence, consistency and context in which children demonstrate the skills and are based on what is known about how children typically develop language.

These terms reflect the purposes and principles of assessment, and rationale for the removal of attainment levels outlined by the Commission on Assessment Without Levels - www.gov.uk/government/groups/commission-on-assessment-without-levels.

However, we know schools will rightly be deciding their own descriptors for progress and attainment and the ones we've used here are guidelines only. Schools should use their own system and *Communicating the Curriculum* will support them with this.

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| B | The child has had experience of the skill/strategy but cannot, or is only sometimes able to, demonstrate it (attainment <i>below what is expected</i>). |
| E | The child is able to consistently use/apply the strategy or skills within the class (attainment <i>at expected</i> level). |
| A | The child is able to use the skills/strategy in a range of contexts and can apply the knowledge across a range of situations (attainment <i>above what is expected</i>). For example a skill/strategy they use in Science, and also in other lessons or in the playground. |
| M | Learning at this level is deep and secure. The child is able to reflect on their skills and knowledge and evaluate their use of the strategies described (attainment at <i>mastery</i> level). For example, children can say whether a strategy was useful, or make a decision about what strategy to use. |

Teachers will need to consider the following factors in outlining a child's attainment and planning for next steps

- The **frequency** the child demonstrates the skills/strategy described in the statement (can the teaching assistant look out for and tally it in a targeted session to support your professional opinion?)
- The **confidence** and **consistency** the child demonstrates the skills/strategy described in the statement (do they need scaffolding support or is it wholly spontaneous?)
- The different range of **contexts** the child demonstrates the skills/strategy described in the statement (is the child able to do this in a 1:1 conversation/a small group/a class group?)
- The different **people** the child demonstrates the skills/strategy described in the statement with (their peers / the teacher and TA / less familiar adults)

Remember to take a look at the template summary tables provided on our website to help you record progress for both individual pupils and whole classes across the Spoken Language Programme of Study - www.thecommunicationtrust.org.uk/communicatingthecurriculum

Glossary

Categories: Words that fit together due to common features, for example size or appearance

Closed question: A question that can be answered with either a single word or a short phrase, for example 'Did you enjoy the film?'

Complex sentence: A sentence which has 3 parts or more, joined with words other than 'and', maybe including embedded phrases or clauses.

Complex grammar: Sentence structures other than simple present, future and past tense

Complex information: Spoken language which contains complex sentences, grammar or vocabulary – or a combination of these

Conjunction: A word used to connect clauses or sentences for example 'and', 'but', 'if'

Fronted adverbial: A word or phrase at the start of a sentence that describes the action that follows, placing the adverb at the start of a sentence. For example 'Before the sun came up, he ate his breakfast.'

Inference: The ability to work out the meaning from the facts, when the answer isn't obvious

Intonation: The rise and fall of the voice when speaking

Meta-language skills: The knowledge of, and ability to use, terms used to talk about the structure of language

Narrative: A spoken or written account of connected events; a story

Open question: A question that can receive a long answer, for example 'What did you do at the weekend?'

Polysyllabic: A word with more than one syllable

Prediction: A statement of what will happen in the future

Rhetorical question: A question that is asked without expecting an answer, for example 'Can we do better next time?'

Standard English: The variety of English that is thought to be 'correct'

Tier 2 vocabulary: High frequency words with relevance across most subject areas. They are often general academic words that can be applied across a range of topics and contexts, for example 'evaluate', 'estimate'

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