

# 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' e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'	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 e.g. 'Can you think of a 'why' question about this story?' - 'Why does Harry go to the island of the monsters?'	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 e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'	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 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.'	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 e.g. 'I don't like using sticky clay.'	I can use a sentence to tell someone when I am not happy.
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.
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 e.g. 'w' instead of 'r', 'f' instead of 'th', complex consonant blends e.g. 'sc' instead of 'scr'.	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 e.g. 'The girl walked to school' or 'Tomorrow I will be on holiday.'	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 e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'	I can make a comment when talking to other people.
12. Select and use appropriate registers for effective communication	Imitate popular language e.g. 'It's cool', 'Hey mate!', or 'Have you seen James Bond? It's wicked.'	I can use expressions that I hear other people using.