

Communicating the Curriculum guidance statements

Listed by year group across all Programme of Study 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.
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 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 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 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 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 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 can share complicated information with other people so that they can understand me clearly.
	Able to use language to persuade e.g. 'Do you want to be part of something that helps people who have lost everything? Then join my fantastic fund raising group and you can make a difference to someone's life.'	I can persuade people to agree with me by talking to them .
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 e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done'.	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 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 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 e.g. 'Are we going to Disneyland? You said there would be a brilliant surprise and you keep smiling and looking at Dad.'	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.