

Communicating the Curriculum guidance statements

Listed by year group across all Programme of Study statements

Year 2

1. Listen and respond appropriately to adults and their peers	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>	I can find the most important parts in a spoken question.
	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>	I can understand long instructions where I have to do several different things.
2. Ask relevant questions to extend their understanding and knowledge	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>	I can ask lots of different types of questions to find things out.
	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>	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	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>	I can tell someone when I don't understand something and why I didn't understand it.
	Able to compare words by the way they look, sound or their meaning, for example bare/bear, two/to/too, and begin to comment on this e.g. <i>'If you had a bare bear then it wouldn't have any fur!'; 'Furious and angry mean the same thing.'</i>	I can talk about words that look or sound the same. I can talk about words that have the same meaning.
4. Articulate and justify answers, arguments and opinions	Use simple conjunctions to justify or explain something e.g. <i>'I am going to finish this picture because then I won't have to do it for homework.'</i>	I can explain things using a sentence with 'because' or 'when'.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order e.g. <i>'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>	I can tell stories that are easy to understand.
	Describe in 2-3 sentences how to solve a problem e.g. <i>'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>	I can explain how I solved a problem.
	Able to use conjunctions to increase the length and grammatical complexity of sentences, e.g. <i>'because', 'when'.</i>	I can use 'because' or 'when' to make my sentences longer.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	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.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Accurately predict what will happen in a story or retelling of an event e.g. <i>'I think he is going to fall into the water because he is not looking where he is going.'</i>	I can talk about what will happen next in a story or something that happened.
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 e.g. <i>'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 e.g. <i>'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 e.g. <i>'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 e.g. <i>'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 e.g. <i>'in your face', 'wicked' and 'yeah right' with friends but not teachers.</i>	I know there are some words I only use with friends.