

Communicating the Curriculum guidance statements

Listed by year group across all Programme of Study statements

Year 4

1. Listen and respond appropriately to adults and their peers	Listen to information, work out which elements are key and make relevant, related comments e.g. 'So we need to go home and ask people of different ages what telly was like when they were young and work out how things have changed. I can ask my granny, my dad and my big sister.'	I can listen to information, know the important parts and comment on it.
	Infer meanings, reasons and make predictions e.g. 'Now, Class 4, I'm going to count to 10' – i.e. 'Mrs Jones is getting cross, we need to listen.'	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 e.g. 'Do you like science? What do you like most about science? Have you learned about food chains yet?'	I can ask a series of questions to have a conversation.
	Be aware of when they can't remember and ask for an explanation e.g. 'Is the author the one that writes the story and the illustrator does the pictures?'	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 e.g. 'What do we call a ghost again, is it a spectator or a spectre?'	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 e.g. 'We decided that Jenny would go first because she's the fastest and would get us a good start.'	I can summarise and explain my group's discussion.
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 e.g. 'I shouted because I was angry.'	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 e.g. 'Later that day, I heard the bad news.'	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 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 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 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 can discuss what might happen and why.
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 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 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 e.g. able to act as the chairperson or the note taker in a group	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 e.g. 'Peter was in big trouble last evening when he didn't put Munchkin, that's our pet rabbit, away.'	When I talk to people, I usually know how much information they need.
	Use intonation to give added emphasis e.g. 'Helpful?', she cried, 'You must be joking!'	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 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 can follow complicated information that someone is sharing and remember the important points.
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.