

# Communicating the Curriculum guidance statements

## Listed by year group across all Programme of Study statements

### Year 6

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	<b>I can listen to information from different people and compare different points of view.</b>
	Appreciate sarcasm when it is obvious e.g. <i>'My best vase, broken. Now that was really clever.'</i>	<b>I can recognise when someone does not mean exactly what they say.</b>
2. Ask relevant questions to extend their understanding and knowledge	Understand and use different types of questions: open, closed, rhetorical	<b>I can understand and use lots of different types of questions.</b>
	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>	<b>I can ask a specific question to work out what piece of a message I don't understand.</b>
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>	<b>I try to use 'learning' words when I am talking about my work.</b>
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>	<b>I can explain, negotiate and predict possible outcomes.</b>
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	<b>I can tell a story with a sub-plot and lots of detail with varied vocabulary.</b>
	Share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. <i>'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>	<b>I can listen to other people's opinions and share mine.</b>
	Use long and complex sentence structures in class and other situations e.g. <i>'I will come with you only because it means that you will stop hassling me.'</i>	<b>I can use varied and interesting vocabulary to make my sentences longer in a variety of situations.</b>
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 e.g. <i>'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>	<b>I can share my opinions with other people and listen and respond to what they think.</b>
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Use inference, reasoning and prediction skills e.g. <i>'I know you don't mean that because I have seen the other class lining up.'</i>	<b>I can understand what other people mean or are trying to suggest even if they don't say it literally.</b>
	Able to negotiate an agreement explaining other options and possible outcomes e.g. <i>'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>	<b>I can use language to discuss and agree something.</b>
8. Speak audibly and fluently with an increasing command of standard English	Produce speech that is consistently clear and easy to understand	<b>I can say all speech sounds clearly.</b>
	Able to say words of any length with accuracy	<b>I can say polysyllabic words clearly.</b>
	Secure phonological awareness skills	<b>I can identify the sounds in a word, the number of syllables and rhyming words and use this in my reading and spelling.</b>
	Able to re-phrase what they want to say according to the audience e.g. <i>in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>	<b>I can choose vocabulary appropriate to formal or informal situations.</b>
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 e.g. <i>'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>	<b>I can share my opinions with other people and listen and respond to what they think.</b>
	Able to present a point of view by presenting evidence and using persuasive language with academic topics e.g. <i>'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>	<b>I can use persuasive language when presenting my thoughts and ideas about topics I am learning about.</b>
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 e.g. <i>'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>	<b>I can share my opinions with other people and listen and respond to what they think.</b>
	Sophisticated use of questions to help conversation flow	<b>I can use lots of different types of questions in a conversation.</b>
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise e.g. <i>I think we should all go swimming first but make sure you have enough money for the bus fare home.'</i>	<b>I can summarise what other people suggest or think and make my own suitable suggestions based on this.</b>
12. Select and use appropriate registers for effective communication	Able to re-phrase what they want to say according to the audience e.g. <i>in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.</i>	<b>I can choose vocabulary appropriate to formal or informal situations.</b>