

Communicating the Curriculum guidance statements

Listed by year group across all Programme of Study statements

Year 3		
1. Listen and respond appropriately to adults and their peers	Be able to listen to complex information and work out most of the key information (some support may be required to help them to work out the next steps) <i>e.g. ‘Tell your partner three facts about ... using the right words if you can and then write them down.’</i>	I can listen to tricky information and find the important parts.
	Recognise the cause and effect element of spoken instructions, that there may be consequences if certain instructions are not followed <i>e.g. ‘Everyone needs to stop talking and listen now, otherwise we will be late for break.’</i>	I can understand why I must follow a teacher’s instruction and what will happen if I do not do this.
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’ <i>e.g. ‘How do we know this was from Ancient Roman times?’</i>	I can ask relevant questions.
	Be aware of when they haven’t understood something because of the vocabulary used and ask a general clarification question <i>e.g. ‘What does that long word mean?’</i>	I can tell someone when I don’t understand all the words that they have used, and ask them about it.
3. Use relevant strategies to build their vocabulary	Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes <i>e.g. ‘The land around the arctic has no trees and is called the tundra.’ (Meaning ‘tundra’)</i>	I try to use new topic vocabulary in my answers.
4. Articulate and justify answers, arguments and opinions	Give reasons and explanations for choices and viewpoints in class discussions <i>e.g. ‘I think the ending of the book is better than the ending in the film because sometimes things don’t work out well for people in real life.’</i>	I can give a reason for what I think in a class discussion.
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Tell a story with a clear structure including the setting and ideas linked in different ways <i>e.g. ‘On holiday me and Dad went to the seaside. It was great because Dad helped me build a massive sandcastle which I decorated with shells and seaweed. I took a photo of it because after a while the waves started washing it away.’</i>	I can tell stories using conjunctions and including details about who, when and where.
	Discuss how a character may be feeling and why <i>e.g. ‘I think he might be feeling confused because he doesn’t understand why his cat has died.’</i>	I can talk about why I think the character feels a certain way.
	Able to use conjunctions to increase the length and grammatical complexity of sentences <i>e.g. ‘before, after, while, so’</i>	I can use ‘before, after, while’ and ‘so’ to make my sentences longer.
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Able to initiate conversations with unfamiliar adults (in school or in a safe environment) and pupils	I can start a conversation with school visitors or other pupils in my school.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Understand how language is used to investigate and reflect on feelings <i>e.g. ‘I feel sad because Jane is leaving. How do you feel?’</i>	I can use words to describe various feelings and find out how other people feel about the same thing.
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.
	Use phonological awareness skills when spelling, although some mistakes may still be made	I try to spell words with 4 or more phonemes by listening to the sounds in the words.
	Able to signal punctuation and emphasise meaning through the use of intonation <i>e.g. pausing to divide speech into intelligible ‘chunks’ of meaning.</i>	I can use changes in my voice to make my meaning even clearer.
9. Participate in discussions, presentations, performances, role play, improvisations and debates	Respond to the opinions of others in the group <i>e.g. ‘Everyone on my table thinks the boy made the right choice. I agree with them.’</i>	I can say something about what other people think.
10. Gain, maintain and monitor the interest of the listener(s)	Able to initiate conversations with unfamiliar adults (in school or in safe environment) and pupils.	I can start a conversation with school visitors or other pupils in my school.
	Exaggerate to make a story more interesting <i>e.g. ‘I was so tired I could have slept for a week!’</i>	I can exaggerate to make my stories more exciting.
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others	Able to understand another’s point of view and show whether they agree or disagree <i>e.g. ‘I know why you think the boy is naughty but I don’t think he did it on purpose.’</i>	I can tell someone when I agree with their opinion and when I don’t agree.
12. Select and use appropriate registers for effective communication	Aware of the need to use more formal language with adults <i>e.g. ‘Please could I have another pencil?’ (to the teacher) or ‘Give me/pass me another pencil (to a peer).’</i>	I can use polite language when I am talking to adults.