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| Transactional language covered: Stage One (Highlighted by teacher) | | | |
| Aut 1 Ask and answer name Ask and answer simple feelings Count 0-11 6 colours | Spr 1 Names of domestic animals Ask and answer a like/dislike | Sum 1 Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask for a food item politely | |
| Aut 2 Days Months (an respond to simple question) Asking the day / month Ask birthday month | Spr 2 Colours Ask what colour something is. Giving a response Likes and dislikes | Sum 2 Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20) | |
| Phonics tracker: Stage One | | | |
| Aut 1: Activity date: Key sounds in numbers | Spr 1: Activity date: Key sounds in animal nouns | Sum 1: Activity date: Key sounds in fruits and vegetable nouns | |
| Aut 2: Activity date: Key sounds in days of week | Spr 2: Activity date: Key sounds/words in questions and answers | Sum 2: Activity date: Key sounds/words in picnic story | |
| Grammar Tracker: Stage One | | | |
| Aut 1 answering a question | Spr 1 recognising nouns asking a question | Sum 1 recognising masculine/feminine nouns | |
| Aut 2 understanding simple commands | Spr 2 | Sum 2 giving a polite response | |
| Puzzle It Out sheets and activities completed: Stage One 4 core skills: listening, speaking, reading, writing assessment against Stage One Assessment Benchmarks) | | | |
| Aut 1 L S R W | Spr 1 L S R W | Sum 1 L S R W | |
| Aut 2 L S R W | Spr 2 L S R W | Sum 2 L S R W | |
| | working towards | expected | greater depth |
| Autumn 1 | | | |
| Areas to be prioritised | | | |
| | working towards | expected | greater depth |
| Spring 1 | | | |
| Areas to be prioritised | | | |

DfE Attainment Targets explored: Stage One

| DfE ATs | Skill level | WTW | ARE | GDS |
|--|---|-----------------|----------------------|-----|
| Listen attentively to spoken language and show understanding by joining in and responding | listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases | | | |
| Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words | recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation | | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help | perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic) | | | |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures | perform simple communicative tasks using single words/phrases and sentences | | | |
| Develop accurate pronunciation and intonation, so that others understand ... | recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences focus on correct pronunciation | | | |
| Present ideas and information orally to a range of audiences | perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text | | | |
| Read carefully and show understanding of words, phrases and simple writing | recognise some familiar words in written form recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases | | | |
| Appreciate stories, songs, poems and rhymes in the language | listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases | | | |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary | recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source | | | |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly | experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference | | | |
| Describe people, places, things and actions orally and in writing | perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences | | | |
| Understand basic grammar | Use question forms Begin to explore nouns Identify and understand commands | | | |
| Summary | working towards | expected | greater depth | |
| End of Year | | | | |
| Areas to be prioritised in following year | | | | |