

Transactional language covered: Stage Three *(Highlighted by teacher)*

<p>Aut 1 Expressing feelings Asking and answering what school subjects we learn and on what days Expressing simple opinions (likes and dislikes) Adjectives to give opinion Places around the school</p>	<p>Spr 1 Visiting the pantomime Shopping at the market for fruit and vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p>Sum 1 Personal information at passport control Visiting new planets Describing life on another planet- weather, animals, food, buildings</p>
<p>Aut 2 Buildings and places of interest Where is...? (+ shops) In town there is... (+ shops) Simple directions Transactional language at the shops e.g. I would like; cost etc Numbers 0-50</p>	<p>Spr 2 What are you wearing? I am wearing What's it like? It's + colour and size It has.. Shopping for clothes – simple dialogue</p>	<p>Sum 2 You can Play + sports Eat + foods Wear +beach clothes</p>

Phonics tracker: Stage Three

<p>Aut 1: Activity date: Key sounds in school subjects/opinions</p>	<p>Spr 1: Activity date: Key sounds in fruits/vegetables/class survey questions</p>	<p>Sum 1: Activity date: Key sounds in new special questions</p>
<p>Aut 2: Activity date: Key sounds in buying a gift role play structures</p>	<p>Spr 2: Activity date: Key sounds in clothes descriptions</p>	<p>Sum 2: Activity date: Key sounds in beach language</p>

Grammar Tracker: Stage Three (Year 5)

<p>Aut 1 Asking and answering simple question about someone else (3rd person singular) conjunctions to create extended sentences</p>	<p>Spr 1 verb to be – present tense</p>	<p>Sum 1 conjunctions to create extended sentences writing independently extended sentences</p>
<p>Aut 2 commands verb to have- present tense</p>	<p>Spr 2 verb to wear – present tense adjectival agreement with nouns</p>	<p>Sum 2 using the modal verb structure : You can + verbs</p>

Puzzle It Out sheets and activities completed: Stage Three (Year 5)
4 core skills: listening, speaking, reading, writing assessment against Stage Three Assessment Benchmarks

<p>Aut 1 L S R W</p>	<p>Spr 1 L S R W</p>	<p>Sum 1 L S R W</p>
<p>Aut 2 L S R W</p>	<p>Spr 2 L S R W</p>	<p>Sum 2 L S R W</p>

	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 Three

DfE ATs	Skill level	WTW	ARE	GDS
Listen attentively to spoken language and show understanding by joining in and responding	Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage			
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	imitate pronunciation 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	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple role plays			
Speak in sentences, using familiar vocabulary, phrases and basic language structures	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions			
Develop accurate pronunciation and intonation, so that others understand	recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation			
Present ideas and information orally to a range of audiences	prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions memorise and present a short spoken text			
Read carefully and show understanding of words, phrases and simple writing	read and understand the main points and some detail from a short written passage (mainly familiar 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 read and understand the main points and some detail from a short written passage (mainly familiar words)			
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			
	read and understand the main points and some detail from a short written passage (mainly familiar words)			
	read and understand a range of familiar and unfamiliar phrases			
	apply phonic and whole word knowledge of the new language in order to locate words in a reference source			
Write phrases from memory; adapt these to create sentences expressing ideas clearly	write words, phrases and sentence (using a reference)			
	experiment with the writing of words and phrases from memory			
Describe people, places, things and actions orally and in writing	construct a short text e,g create a ppt/ presentation or short passage to give a description attempt to memorise and present a written text as a spoken text			
Understand basic grammar	Use verbs in 3 rd person singular to describe someone else explore the verb to be in the present tense explore and practise a regular present tense verb: "to wear" explore and practise the present tense verb "to have" practise accurate use of adjectives in agreement with nouns			
Summary	working towards	expected	greater depth	
End of Year				
Areas to be prioritised in following year				