

Transactional language covered: Stage Two (<i>Highlighted by teacher</i>)			
Aut 1 Asking who someone is Asking someone's age Introducing teacher and friends Have you ...? I have/ have not Numbers 0-31 Classroom objects	Spr 1 Asking who someone is? This is My mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have / You have / (He /she has) Giving hair and eye colour	Sum 1 How are you feeling? What's the matter Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)	
Aut 2 Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are Names of everyday shops Gift items would like please ...	Spr 2 Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have /I haven't There is / there are Responding positively / negatively	Sum 2 Asking /answering simple weather phrases Ice creams- asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream	
Phonics tracker: Stage Two			
Aut 1: Activity date: Key sounds in numbers and colours	Spr 1: Activity date: Key sounds in numbers 11-31	Sum 1: Activity date: Key sounds in phrases about illnesses	
Aut 2: Activity date: Key sounds in nouns for shops	Spr 2: Activity date: Key sounds in nouns for parts of the body	Sum 2: Activity date: Key sounds in flavours of ice -cream	
Grammar Tracker: Stage Two			
Aut 1 revisiting nouns	Spr 1 identifying parts of language which are adjectives	Sum 1 identifying/producing singular and plural masculine/feminine nouns	
Aut 2 using commands	Spr 2 identifying / producing singular and plural forms of nouns	Sum 2 identifying verbs in simple present tense sentences	
Puzzle It Out sheets and activities completed: Stage Two 4 core skills: listening, speaking, reading, writing assessment against Stage Two 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 Two				
DfE Attainment Targets	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 Identify specific sounds, phonemes and words listen for specific words and phrases			
Explore the patterns and sounds of language through songs, rhymes /link spelling of sound and meaning of words	listen for sounds, rhyme and rhythm identify specific sounds/phonemes/words focus on correct pronunciation and intonation			
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) ask and answer questions on several topics devise and perform simple roleplays)			
Speak in sentences, using familiar vocabulary, phrases and basic language structures	ask and answer questions on several topics prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) perform simple communicative tasks using single words, phrases and short sentences			
Develop accurate pronunciation and intonation, so that others understand	identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in 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 prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts)			
Read carefully and show understanding of words, phrases and simple writing	read a range of familiar written phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases			
Appreciate stories, songs, poems and rhymes in the language	listen and respond to rhymes/songs/stories attempt to recite a short piece of narrative by reading aloud from the text read and understand a range of familiar phrases			
Broaden their vocabulary and develop ability to understand new words introduced into familiar written material, and the use of a dictionary	identify specific sounds phoneme and words 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	prepare and practise a simple conversation reusing familiar vocabulary and structures (in new contexts) write simple words and phrases using a model and some words from memory write words and short sentences using a reference			
Describe people, places, things and actions orally and in writing	write word, phrases and short sentences using a ref write simple words and phrases using a model and some words from memory			
Understand basic grammar	nouns/ gender and in singular and plural begin to explore agreement of adjectives understand and use the question form "have you ..?" and give a positive/ negative response "I have/ haven't" construct simple sentences using nouns/ verb (to be)/ adjective			
Summary	working towards	expected	greater depth	
End of Year				
Areas to be prioritised in following year				