

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

<p>Aut 1 Asking the time Giving o'clocks Understanding simple digital time Asking and answering days and times of simple daily routine Numbers 0-60 Describing simple daily routine</p>	<p>Spr 1 You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes</p>	<p>Sum 1 Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>
<p>Aut 2 Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Christmas: at the table transactional language</p>	<p>Spr 2 Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p>	<p>Sum 2 Revisiting basic transactional language- questions and answers</p>

Phonics tracker: Stage **Four**

<p>Aut 1: Activity date: Key sounds in daily routine phrases</p>	<p>Spr 1: Activity date: Key sounds in sports and hobbies</p>	<p>Sum 1: Activity date:</p>
<p>Aut 2: Activity date: Key sounds in nouns and adjectives linked to the house</p>	<p>Spr 2: Activity date: Key sounds in opinions</p>	<p>Sum 2: Activity date:</p>

Grammar Tracker: Stage **Four**

<p>Aut 1 time phrases extended sentences with conjunctions and opinions</p>	<p>Spr 1 verb to play in the present tense</p>	<p>Sum 1</p>
<p>Aut 2 verb to have verb to be adjectival agreement with nouns</p>	<p>Spr 2 expressing likes and dislikes with nouns and verbs descriptive sentences using 1st, 2nd and 3rd person regular present tense</p>	<p>Sum 2</p>

Puzzle It Out sheets and activities completed: Stage **Four**

4 core skills: listening, speaking, reading, writing assessment against Stage 4 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 Four				
DfE ATs	Skill level	WTS	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 Recite a short piece of narrative either from memory or by reading aloud from a text			
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 roleplays			
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 Retell using familiar language a sequence of events from a spoken passage containing complex structures Use time and/or sequencing structures in spoken sentences understand and express opinions			
Develop accurate pronunciation and intonation, so that others understand	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 using familiar language and some unfamiliar language re-tell or present a story to an audience			
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 ability to understand new words that are introduced into familiar written material, and with the use of a dictionary	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 and adapt these to create new sentences to express ideas clearly	write words, phrases and sentence (using a reference) Use time and sequencing structures in written sentences 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 Use time and sequencing structures in spoken sentences			
Understand basic grammar	Revisit (extend) and explore use of conjunctions Understand and use time phrases to give "o'clock" times explore and practise a regular present tense verb: "to play" Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences			
Summary	working towards	expected	greater depth	
End of Year				
Areas to be prioritised in following year				