



Languages at Wisborough Green Primary School

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
3		<p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p> <ul style="list-style-type: none"> •Ask and answer simple questions about self- e.g.name and age, birthday <p>Recognise numbers 1-20 and begin to understand numbers from 20 –31.</p> <ul style="list-style-type: none"> •Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action <p>Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.</p> <p>Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy</p>	<p>Write one or two simple sentences, using a model e.g.name and age to introduce themselves. Label an animal they have drawn or made from playdough –e.g. a black cat.</p> <ul style="list-style-type: none"> • Complete a simple gapped text such as a party invitation or passport. <p>Pick out phonemes, words and phrases in songs, stories and rhymes.</p> <ul style="list-style-type: none"> •Understand higher numbers including multiples of 10 e.g.in prices, dates, numeracy activities, telling the time •Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? •Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound <p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters, and I like dancing.</p> <ul style="list-style-type: none"> •Ask and answer questions using a wider range of question forms e.g. The time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. •Express preference about what they like e.g. food, animals, colours 	<p>Write a few simple sentences using a word bank to describe for example a sports star e.g..... lives in London. She is 22 years old. She likes dancing.</p> <ul style="list-style-type: none"> •Experiment with writing new words <p>Match correctly definite/indefinite article to singular and plural familiar nouns</p> <ul style="list-style-type: none"> •Place familiar adjectives e.g. size and colour in correct order. •Select the correct colour adjective to describe masculine and feminine nouns •Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes, I like cheese. Does he like swimming? Yes, he likes swimming. •Begin to use pronouns e.g. The prince is handsome. He loves the princess. <p>Grammar</p> <ul style="list-style-type: none"> •Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. •Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. 		



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				<ul style="list-style-type: none"> •Form the negative to give answers to simple questions about likes/dislikes e.g. I don't likewith increasing accuracy. •Ask and answer questions in 1st, 2nd, 3rd person singular. 		
4		<p>Identify key points in a new context e.g. a story, which contains familiar language</p> <ul style="list-style-type: none"> •Understand higher numbers e.g. in prices, numeracy activities •Follow instructions and directions e.g. a recipe or simple directions •Recognise letters of the alphabet when they hear them Speaking •Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? 	<ul style="list-style-type: none"> •Give simple instructions and directions e.g. a recipe, directions to a place, the route to school •Begin to understand and express future intentions e.g. I am going swimming on Wednesday •Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk <p>Reading</p> <ul style="list-style-type: none"> •Practise reading aloud a poem to perform in assembly. •Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary <p>Writing</p> <ul style="list-style-type: none"> •Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. •Use simple conjunctions such as and, but, because to form more complex sentences. •Change elements in a given text e.g. ingredients, colour and size of a planet <p>Grammar</p> <ul style="list-style-type: none"> •Begin to know how to form the future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. •Begin to see how possessive 	<p>Speaking</p> <ul style="list-style-type: none"> •Understand and use numbers in context e.g. saying the year, 24-hourclock, quantities. •Understand and use transactional language e.g. in a café •Give a description e.g. of a town, geographical features in a country •Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly? •Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather •Express and justify opinions e.g. I like netball because it's fun. <p>Reading</p> <ul style="list-style-type: none"> •Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town •Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article <p>Writing</p> <ul style="list-style-type: none"> •Use adjectives to add interest and detail to a description •Use some simple adverbs to make sentences more interesting •Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email 		



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			<p>articles.g.my, his, her change according to gender e.g. Jane is</p> <p>Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy</p> <ul style="list-style-type: none"> •Be introduced to the concept of conjugation of verbs in the new language -the present tense of commonly used verbs e.g.to be, to have, to eat, to play, to go 	<ul style="list-style-type: none"> •Have some understanding of how to use the past tense Grammar •Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. •Identify tenses from a selection of sentences written in the present, past and future tense. 	
5	<p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p> <ul style="list-style-type: none"> •Ask and answer simple questions about self e.g.name and age, birthday <p>Recognise numbers 1-20 and begin to understand numbers from 20 –31.</p> <ul style="list-style-type: none"> •Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action <p>Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.</p> <p>Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy</p> <p>Write one or two simple sentences, using a model</p>	<p>Pick out phonemes, words and phrases in songs, stories and rhymes</p> <ul style="list-style-type: none"> •Understand higher numbers including multiples of 10 e.g.in prices, dates, numeracy activities, telling the time •Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? •Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound <p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing.</p> 	<ul style="list-style-type: none"> •Ask and answer questions using a wider range of question forms e.g.the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. •Express preference about what they like e.g. food, animals, colours <p>Write a few simple sentences using a word bank to describe for example a sports star e.g..... lives in London. She is 22 years old. She likes dancing.</p> <ul style="list-style-type: none"> •Experiment with writing new words <p>Match correctly definite/indefinite article to singular and plural familiar nouns</p> <ul style="list-style-type: none"> •Place familiar adjectives e.g. size and colour in correct order. •Select the correct colour adjective to describe masculine and feminine nouns 	<ul style="list-style-type: none"> •Show an understanding of 1st, 2ndand 3rdperson in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming. •Begin to use pronouns e.g. The prince is handsome. He loves the princess. <p>Grammar</p> <ul style="list-style-type: none"> •Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. •Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe. •Form the negative to give answers to simple questions about likes/dislikes e.g.I don't likewith increasing accuracy. •Ask and answer questions in 1st, 2nd, 3rdperson singular. 	



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