

HIGH VIEW PRIMARY MfL Progression				
	Stage 1/Year 3	Stage 2/Year 4	Stage 3/Year 5	Stage 6/ Year 6
Topic	<p>A new start</p> <p>1a Getting to know you 1b Numbers 1c Colours</p> <p>The calendar and celebrations</p> <p>2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas starry night</p> <p>Animals I like and don't like</p> <p>1a Epiphany celebrations 1b Animals around us</p> <p>Carnival and playground games</p> <p>2a Carnival & playground games 2b easter celebrations</p> <p>Breakfast, fruit nouns, hungry giant</p> <p>1 The Hungry Giant</p> <p>Going on a picnic</p> <p>2a Map Explorers Gingerbreadmen 2b Going on a Picnic</p>	<p>My school, your school</p> <p>1 Welcome to our school – Super learners</p> <p>My local area/ your local area</p> <p>2a Bonfire night poem 2b Robots commands actions 2c Shops, signs and directions 2d Christmas sparkle</p> <p>Family tree and faces</p> <p>1a Epiphany time again 1b Meet the alien family</p> <p>Celebrating carnival / body parts</p> <p>2a Carnival of animals 2b Body parts and aliens 2c Alien family Easter Egg hunt</p> <p>Feeling unwell / Jungle animals</p> <p>1a I don't feel well 1b Walking through the jungle</p> <p>Summer time</p> <p>2a Weather 2b Ice creams</p>	<p>My school, your school</p> <p>1a Talking all about us 1b School subjects, my opinions 1c Witch at school (optional)</p> <p>Time in the city</p> <p>2a In the city 2b Christmas shopping</p> <p>Healthy eating - going to market</p> <p>1a Happy New Year 1b Pantomime and verb to be 1c Going to the market 1d Healthy recipe 1e Jack & the Beanstalk (optional)</p> <p>Clothes, colours, fashions show</p> <p>2 Carnival clowns and clothes</p> <p>Out of this world</p> <p>1a Out of this world</p> <p>Going to the seaside</p> <p>2 Going to the seaside</p>	<p>My everyday life/ your everyday life</p> <p>1a Revisiting me 1b Time – o'clock 1c Daily life of a Superhero</p> <p>Where I live/Where you live</p> <p>2a Spooky house/ Space house 2b Hopes and roles 2c Paddington's Xmas sandwich</p> <p>Playing and enjoying sport</p> <p>1a Happy New year 1b Investigating sports</p> <p>This is me, hobbies and fun</p> <p>2a All the fun of the Fair 2b Favourites</p> <p>Cafe culture and restaurants</p> <p>1a Cafe culture 1b Eating out</p> <p>Performance time</p> <p>2a Tour de France 2b Class Performances 2c Year 6 Presentations 2d Create a class newspaper</p>
Skills	<ul style="list-style-type: none"> • Intonation with questions. Identifying words that are adjectives ons • Ask and answer name Ask and answer simple feelings. <ul style="list-style-type: none"> • Count 0-15 • 6 colours • Cognates and semi- cognates Intonation with questions Upside down question marks at start of written questions. • Days Months (an respond to simple question) Asking the day / month Ask birthday month <ul style="list-style-type: none"> • Celebrating Christmas • Upside down question marks • Exploring the 2 types of singular Spanish nouns Identifying plural nouns <ul style="list-style-type: none"> • Names of domestic animals • Ask and answer a like/dislike 	<ul style="list-style-type: none"> • Asking and answering a question using tener (sometimes in the negative) • Asking who someone is Asking someone's age Have you ...? <ul style="list-style-type: none"> • I have • Numbers 0-31 • Classroom objects • Nouns masculine/feminine • Using imperative and understanding/giving commands to others. • Beginning to understand commands for 2nd person singular or 2nd person plural. • Where is?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are • Revisit and consolidate knowledge of singular masculine and feminine nouns and use of el/la. • Asking who someone is? <ul style="list-style-type: none"> • Parts of the face 	<ul style="list-style-type: none"> • Agreement of adjectives when used with a personal pronoun. • Building extended sentences using conjunctions. • Asking and answering a series of questions. • Revisit and consolidate adjectival agreement with nouns in singular and plural. • Exploring how to use "me gusta/n.." with singular or plural nouns. • Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects, adjectives to give opinion, Places around the school. • Reinforce adjectival agreement • Use of "algunos/algunas" for some to replace the definite article "los" and "las"with plural nouns. 	<ul style="list-style-type: none"> • Forming time with o'clock from 1-12 <ul style="list-style-type: none"> • Revisit numbers 1-12 • Building extended sentences using conjunctions. • Asking and answering a series of questions. • Use of 1st and 2nd person singular to ask and answer questions. • Exploration of time phrases extended sentences with conjunctions and opinions <ul style="list-style-type: none"> • Cognates and semi- cognates • Building extended sentences using conjunctions. • Asking and answering a series of questions. <ul style="list-style-type: none"> • Reinforce adjectival agreement • Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or

		<ul style="list-style-type: none"> • Asking ages using the verb "avoir" • Ask what colour something is. Giving a response Likes and dislikes • Nouns- masculine and feminine singular Common use of "s" to indicate plural with nouns. • Asking a question using "¿Y tú?" • Fruit and vegetables/Breakfast foods/Ask and answer likes/dislikes <ul style="list-style-type: none"> • Foods for a picnic • Asking politely • Ask and answer where you live 	<ul style="list-style-type: none"> • Giving hair and eye colour • Singular and plural nouns and common plural ending "s" Adjectives after noun and change of spelling to agree with gender of noun. • Identifying and using singular and plural nouns. Use of "es" and "son" with singular and plural nouns. Begin to explore adjectives after noun and change of spelling to agree with gender of noun • Parts of the body and simple descriptions • Adjectives and spellings to agree with gender of nouns and whether singular or plural. <ul style="list-style-type: none"> • How are you feeling? • Using body part nouns and colours in simple sentences (noun, verb adjective) • Identifying a pattern: Use of "de" to precede fruit nouns. Express a flavour/ • 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 	<ul style="list-style-type: none"> • Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... • Numbers 0-50 • Practising the conjugation in present tense of "ser" • Investigating command form of verbs in a recipe. <ul style="list-style-type: none"> • Instructions to make a healthy dish • Transactional language at the shops • Revisit and consolidate adjectival agreement with nouns in singular and plural. • Reinforce position of adjectives before and after noun. <ul style="list-style-type: none"> • Build extended sentences. • Present tense of the verb "tener" • What are you wearing? I am wearing What's it like? It's + colour and size It has.. • Intergalactic dialogues/characters and designing own planets. • Use of negative with soy – no soy • Using the modal verb "puede" with infinitives of verbs. 	<p>negatively Saying what I want to be in the future. Asking politely / sandwich flavours.</p> <ul style="list-style-type: none"> • Conjugation of the verb "jugar" in present tense <ul style="list-style-type: none"> • Cognates and semi- cognates • Building extended sentences using conjunctions. • Reinforce adjectival agreement • 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. • Revisit and consolidate adjectival agreement with nouns in singular and plural. • Reinforce position of adjectives after noun. <ul style="list-style-type: none"> • Build extended sentences. • Revisit familiar present tense verbs in simple sentences • Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack) • Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers
Grammar/Vocabulary	Nouns	Lunes/martes/miércoles/jueves/viernes/sábado/domingo enero - diciembre Un gato/perro/pez/caballo/conejo/serpiente/ratón Una vaca/oveja 11-20 Una manzana/zanahoria/pera/naranja Un plátano/pepino/melocotón/melon/tomate/sandía uvas Practising personal information Q and As vivo en..... El picnic - queso/pan/leche/ agua/ Un zumo de naranja/ bocadillo/ Un plátano/ Una manzana/ Patatas fritas/ Chocolate	El salón de clase/pegamento/libro/lápiz/bolígrafo/la mochila/goma/mesa/silla Los lápices Las jijeras El café/cine/restaurant/supermercado/estadio La carnicería/panadería/escuela/farmacia El papa/hermano/abuelo/bebé/ La mama/hermana/abuela El nariz/pelo/La cabeza/boca/Los ojos/Las orejas La selva/jirafa/serpiente El loro/mono/tigre/elefante Un healdo	Geografía/Educación física/Lectura/Inglés Plástica/Matemáticas/Ciencia/Español/Música/Historia El parquet/zoo/museo/centro comercial/La galleria de arte/estación de tren//piscina/La ciudad El regalo/CD/juego/teléfono móvil/DVD/peluche Los flores/Los bombones (de chocolate) Revisit and extend knowledge of fruits and vegetables. Los pantalones/Los pantalones cortos/Los vaqueros/Los calcetines/Los zapatos/El jersey/tshirt/abrigo/sombrero/La susadera/ropa/falda/camisa/corbata Nombre/Apellido/Edad/Fecha de nacimiento Dirección/Número de teléfono/Nationalidad/Color de ojos Mercurio/Júpiter/Marte/Venus/Saturne/Neptuno/El sol/La luna/la tierra/Los astronautas/Las estrellas Espacio/El cohete La playa/mochila/crema de sol/Los helados/castillos de arena/Las gafas de sol/frutas/chanclas El sol/sombrero/bañador	La casa/cocina/El baño/comedor/salón/garaje/jardín/habitación Opportunity to explore nouns for furniture items El cricket/tenis/fútbol/baile/baloncesto/la gimnasia/hípica/natación Bebidas/Comidas/Un café/té/café con leche/refresco/bocadillo/Una pizza/Patatas fritas/Churros Build knowledge of typical Spanish snacks and drinks for a young person in a café Entrantes/Comidas/Postres/El menu/El restaurante Build knowledge of typical Spanish dishes on a menu for a young person. Revisit/ retrieve / prepare for KS3/ perform /celebrate

	Adjective/Conjunctions	azul/rojo/amarillo/verde/blanco/negro hambre	Revisit and extend colours as adjectives. Revisit and extend colours as adjectives. pequeño grande Alto/largo/travieso/colorido/terrible calor frío	Hambre/sed/calor/frío/triste/confundido/cansado/fe nomenal Gracioso/ Porque/y facil/aburrido/interesante/útil pero grande/pequeño/interesante Revisit and extend adjectives of colour and size. tambien fantástico	Grande/pequeño/interesante/moderne vieux/vieille Opportunity to explore some prepositions of place e.g in / on under etc. rápido/aburrido/interesante/difícil elegante/es bueno para mi salud Revisit and extend adjectives of colour and size. Reinforce Rápido/fenomenal/Bueno/aburrido Gracioso/difícil/interesante y/Tambien/porque/pero/en delicioso Revisit/ retrieve / prepare for KS3/ perform /celebrate
	Verbs	Me llamo... Estoy / Me gusta/n/ ¿Tienes...? Tengo/ Quisiera./Vivo/Corre/Soy/Hay/i Vamos!	¿Tienes...? Tengo... No tengo ... Mirad/mira/Escuchad/escucha/Repétid/repite sentaos/sentate/levantaos/levantate/cantad/canta/ contad/cuenta mostradme/mostrame/buscad/busca Esta (estar) HaySoy (ser) Mostradme...Tocad... Parts of "ser"es/son (is/are) Mostradme...Tocad.... Muevad Bailad con.... Me duele.....Veo... Hace...Está....Me gustería	Estoy Tengo Es..¿Te gusta/n..?Me gusta/n..No me gusta/n..Me encanta/n...¿Prefieres...?Preferio... Hay... ¿Quería..?Quisiera ¿Tienes?/¿Tenéis? Conjugation of "ser" in present tense	Es... .Me levanto/Desayuno/Voy (a/a) Hay.... ¿ Te gusta/n...?Juegas...? Haces...? Me gusta/n...No me gusta/n...Hace....juego Me llamo...Tengo ...años...J'ai ...anses...Vivo en...Ven de... Tengo with family/animals...quien se llama.. No tengo...Hay...No hay... Me gusta/n No me gustan Prefiero Mi ...favorito es.... Mis son....En ...hay... Tengo...Quisiera ¿Qué desea?¿ Tiene...? Quiero... Revisit/ retrieve / prepare for KS3/ perform /celebrate
	Transactional Language	Buenos días/Hola/Hasta luego/Adiós/ Numbers 0-10 ¿De qué color es?¿Qué día es hoy? ¿Cuándo es tu cumpleaños?¿Te gusta/n...? ¿Cuál es tu animal favorito? ¿Cuántos años tienes?/Tengo hambre Quisiera ... por favour/¿Dónde vives?/¿Y tú?/Hay Quisiera.../Por favor	Benvendio, Aquí, ¿Tienes...? Tengo No tengo ¿Dónde esta...?Aqui.....¿Hay?Hay....¿Quién eres tú? Soy ¿De qué color es...? ¿De qué color son...?¿De qué color es...? ¿De qué color son...?¿Qué te pasa/No me siento bien Me duele:La muele/cabeza/tripa/el oídoMe he cortado la rodilla ¿Qué ves?¿Qué tiempo hace?Hace sol/viento/niebla/calor/frío Está nevando/lloviendo Me gusteríaun helado de chocolate/menta/fresa/limón/vainilla frambuosa	Bienvenido ¿Qué hay en la ciudad? Revisit and extend shopping dialogues. ¿Cuánto es...? Pesa/pesan/Un kilo/medio kilo Euro(s)Por favorGracias;¿Qué llevas...? Llevo... Puede + verbs Va estar + opinions Hay	¿Qué hora es? Es una hora Son 2-12 horas plus revisit numbers 1-12 ¿A qué hora....? tu levantete/desayunas vas a../al.... A la una hora/A lahoras Bienvenido en ¿Hay....? ¿Qué hay en la casa? Hay ...No hay.... "Me gusta.... porque"En la/el hay.... ¿ Te gusta/n...?Juegas...?Haces...? Me gusta/n...No me gusta/n Hace Juego porque Use of 1st,2nd and 3rd person singular of verbs to describe oneself, ask questions about someone or to describe a character simply. Use of mi/mis with singular/plural nouns Gracias Por favour ¿Tiene una mesa para....?El menú Quiero mas Está delicioso Gracias Por favor Revisit/ retrieve / prepare for KS3/ perform/ celebrate

Phonics	O j v z ce/za va/iu	o/z a/qui vei/ie i/illa Cuá qué/hace	Oy ce/ci que/quien/cual ver/hay ci/illa ve/va/iu	Vay/iue mi/vi/ ñ me ch/vur Consolidate
Reading	R - Can read and sort in correct order four of the numbers from 1-10 (GDS without starting again at 1) R - Can read and sort in to order five months of the year (GDS know all months of the year in isolation eg don't have to start again from January) R - Can recognise and read four familiar animals (GDS – more than 4) R - Can recognise a greeting a farewell and one other familiar questions (name , feelings) (GDS – wider vocabulary) R - Can read four familiar fruits and breakfast items (GDS – more than 4) R - Can read and recognise five familiar words including two numbers and two colours (GDS – can recognise all taught numbers and colours)	R - Can identify five school signs (GDS – more than 5) R - Can find two new classroom objects or classroom furniture in a bilingual dictionary. (GDS fluent use of bilingual dictionary) R - Can read four signs for shops (GDS – more than 4) R - Can read and draw a simple description of a face (GDS – more detail) R - Can read four body part nouns cards and place on a skeleton diagram (GDS – more than 4) R - Can read two sentences describing two jungle animals and find the matching pictures (GDS – more info given) R - Can read the familiar flavours of ice creams and match to pictures (GDS – can read and understand a sentence about ice-cream) R - Can link letter combinations to key sounds in ice cream flavours (GDS – can do with confidence)	R - Can read and understand three written statements about subjects, likes and dislikes and reasons, using a conjunction and an opinion (GDS – more than 3) R - Can understand the simple description of a city and access and find three unfamiliar nouns for places in a bilingual dictionary. (GDS – confident and accurate use of bilingual dictionary; can summarise the text in English) R - Can read the instructions for a simple recipe and use a bilingual dictionary to access two unfamiliar key ingredients (GDS – more complex recipe; quicker use of bilingual dictionary). R - Can read a simple description about clothes that people are wearing, using the verb “to wear” and nouns with adjectives. Can locate two unfamiliar items of vocabulary in the text in a bilingual dictionary (GDS – summarise with confidence; identify more info) R - Can read and understand the main points from a short story including familiar and unfamiliar language (GDS – also some other key details) R - Can read and identify five facts from a short description of a seaside holiday resort weather, games and activities to play on the beach and the food you can eat for a picnic, clothes you wear and items from the beach bag (GDS – can understand all what they are reading)	R - Can read a written six sentence text about a target language child's daily routine to include times, daily routine verbs ,opinion (GDS – demonstrate understanding of vast majority of text) R - Can read a short text of six sentences about a house and identify the key information in five of the six sentences. (GDS - Identify more than key information) R - Can read a short description of how to play a sport and explain this to a partner (GDS - More complex description) R - Can understand five statements in a description (eight sentences) about someone else describing own favourite things and why they like the items. Use of bilingual dictionary evident to access unfamiliar words (GDS – summarise with confidence; identify more info) R - Can read and access using a bilingual dictionary an authentic café menu. Understand the majority of the key foods and drinks. (GDS – understand more of the foods and drinks without a dictionary)
Writing	W - Can write a greeting and farewell accurately in target language that can be understood by a sympathetic native speaker. (GDS – accurate spelling) W - Can write two months or two days relatively accurately from memory (minor spelling errors) (GDS - Accurate spellings) W - Can write three familiar animal nouns relatively accurately from memory (minor spelling errors) (GDS – fewer spelling errors; more than 3 animals) W - Can write a full sentence name phrase and feelings phrase from memory relatively accurately with some simple spelling errors (GDS – more detail and more accurate) W - Can write the sentence “I like with a familiar fruit noun. From memory relatively accurately with some spelling errors (GDS – more accuracy)	W - Can spell accurately four classroom objects (GDS – more than 4) W - Can write three sentences about myself with limited mistakes. (GDS – accurate spelling etc) W - Can write accurately the names of three shops from memory (GDS – more than 3; accurate spelling) W - Can accurately label and spell four parts of a face (eyes/nose/mouth/hair/ears) (GDS – more than 4) W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a monster/alien. Spelling of most words is accurate (GDS – more accurate spelling and more detail) W - Can write a simple sentence using a noun followed by a verb followed by an adjective to describe a jungle animal. Spelling of most words is accurate. (GDS – almost all spellings accurate; more detailed sentence)	W - Can write three mainly accurate short sentences using a subject /like or dislikes, conjunction and opinion in response to a question about school subject preferences. (GDS – more accurate, more than 3) W - Can write three short sentences using nouns, adjectives and conjunctions to describe the local city to the children’s school. (GDS – More sentences; more accurate spelling) W - Can write a simple description of a salad, using the familiar fruits and vegetables and adding two surprise unfamiliar ingredients using a bilingual dictionary. (GDS – more detailed description; more accurate spellings) W - Can write a short descriptive text of three mainly accurate sentences, using part of the verb “to wear” to describe their own school uniform or a fashion show outfit. (GDS – more accuracy of spellings; more info)	W - Can write a five sentence description of own daily school routine .To include time, day and opinions (GDS – accurate spelling and less support) W - Can write a short mainly accurate description of an imaginary house and add three interesting adjectives and describe what games you can play in the garden (using the pattern “you can + infinitive”) (GDS – more accurate; more detail) W - Can write a poem paradigm using the verb “to play” about sports everyone can play (GDS – wider vocabulary; more accurate spelling) W - Can write a five sentence description describing own favourite things, using conjunctions and giving opinions. (GDS – more accurate spellings etc; more details) W - Can write a short dialogue at the café- three foods, two drinks, prices and table language to be included. (GDS – more details; more accuracy)

	<p>W - Can write five familiar words to include numbers and colours (GDS – more accuracy)</p> <p>W - Can write accurately a complete sentence using "I live in" (GDS – can add more detail)</p>	<p>W - Can write four ice cream flavours accurately (GDS - can write more than four ice-cream flavours accurately)</p>	<p>W - Can write three mainly accurate sentences to describe their planet creation including weather, colours, places, animals (GDS – more details; more accuracy)</p> <p>W - Can write three sentences to describe three items in a beach bag to include a new interesting adjective found and cross referenced in a bilingual dictionary (GDS – can use masculine and feminine grammar features correctly)</p>	
Speaking	<p>S - Can say name accurately using name phrase (GDS confidence and accurate pronunciation)</p> <p>S - Can say four numbers accurately between 1-10 (italics= optional activity) (GDS – without starting again at 1)</p> <p>S - Can say two days of the week accurately (GDS know all days of the week in isolation eg don't have to start again from Monday)</p> <p>S - Can say five months of the year accurately (GDS know all months of the year in isolation eg don't have to start again from January)</p> <p>S - Can say four familiar animal nouns (GDS – more than 4)</p> <p>S - Can say a favourite animal in favourite animal phrase (GDS – ask and answer question; give more than one animal)</p> <p>S - Can say accurately two of the following: a greeting, the name phrase, a feeling phrase (GDS – can say all with accurate pronunciation)</p> <p>S - Can say four familiar fruits S - Can ask politely for three different familiar fruits (GDS – more accurate pronunciation; more than 3)</p> <p>S - Can ask the question "where do you live? (GDS – Can ask with accurate pronunciation)</p> <p>S - Can give a spoken accurate response "I live in...." (GDS – With accurate pronunciation)</p>	<p>S - Can say four sentences to describe myself (e.g. name/ age/ where live/ feelings/a like) (GDS – accurate pronunciation; fluency; complete conversation)</p> <p>S - Can ask the question "Where is" + four shops in town (GDS – accurate pronunciation; more than 4 shops)</p> <p>S - Can give directions to three places (GDS – accurate pronunciation; wider vocabulary for directions)</p> <p>S - Can describe with colours (adjective and a noun not necessarily in correct order) three parts of own face (GDS – more accuracy of pronunciation)</p> <p>S - Can name five body part nouns (GDS – more than 4)</p> <p>S - Can say a full sentence using a noun, verb , adjective to describe a jungle animal (GDS – more accurate pronunciation; more details)</p> <p>S - Can ask what the weather is like and can give a response- (GDS – can give more than one response)</p> <p>S - Can ask for an ice cream politely (GDS – can ask for more than one ice-cream)</p>	<p>S - Can say a clear series of three statements about subjects, likes and dislikes and an opinion, using a conjunction and an opinion. (GDS – accurate pronunciation; fluency; complete conversation)</p> <p>S - Can participate accurately in a dialogue – shopping for Christmas gifts (GDS – accurate pronunciation)</p> <p>S - Can participate accurately in a shopping dialogue to buy fruits and vegetables (GDS – accurate pronunciation)</p> <p>S - Can ask and answer the question What are you wearing? Answer should contain three nouns and three adjectives (GDS – more accurate pronunciation)</p> <p>S - Can respond to several personal information questions including name, age, where live, likes) (GDS – more accurate pronunciation; able to answer more questions)</p> <p>S - Can give a short spoken pre-prepared description of five sentences about a seaside holiday – weather, games and activities to play on the beach and the food you can eat for a picnic (GDS – more accurate pronunciation)</p>	<p>S - Can ask and answer questions with a partner about own daily routine giving four accurate responses and an attempt at accurate pronunciation (acceptable to a sympathetic native speaker- to include times, daily routine verbs, and opinions) (GDS – accurate pronunciation; can ask and answer questions in different order)</p> <p>S - Can take part in a short dialogue made up of four "at the table "phrases and questions about likes and dislikes in food. Pre-prepared as a play. (GDS – accurate pronunciation; more complex sentences)</p> <p>S - Can describe in a short five sentence spoken text a sport and how to play the sport and give an opinion of the sport (GDS – more accurate pronunciation and grammar)</p> <p>S - Can describe a funfair to a partner/class and give opinions of the rides (GDS – more detail; more accurate pronunciation)</p> <p>S - Can participate in a café dialogue ordering three foods and two drinks. Prices and table language to be included (GDS – more accurate pronunciation; more than 3 foods and 2 drinks)</p>
Listening	<p>L - Can identify and respond to the name question. (GDS – can identify amongst other spoken conversation)</p> <p>L - Can identify accurately four numbers between 1-10 (GDS – can identify without starting to count from one each time)</p> <p>L - Can identify four days of the week (GDS know all days of the week in isolation eg don't have to start again from Monday)</p> <p>L - Can identify five months of the year (GDS know all months of the year in isolation eg don't have to start again from January)</p>	<p>L - Can identify five classroom objects (GDS – amongst other spoken conversation; can identify more than 5)</p> <p>L - Can understand four pieces of personal information (name, age, where live, feelings) (GDS – identify without repetition needed)</p> <p>L - Can understand the question "Where is ...?" used with four shops in town (GDS – don't need it repeating; know more than 4 shops)</p> <p>L - Can understand and respond to three directions (GDS – more than 3 directions; repetition not needed)</p>	<p>L - Can understand the day and school subject in four spoken statements (GDS without repetition; can identify more than 4)</p> <p>L - Can understand school subjects and opinions of school subjects in four spoken statements (GDS without repetition; can identify more than 4)</p> <p>L - Can identify six places in the city in a short-spoken descriptive statement about a city and places to visit (GDS – less repetition needed)</p> <p>L - Can identify the Christmas gifts in a short spoken statement about gifts for Christmas (GDS – less repetition needed)</p>	<p>L - Can identify and note down the description of someone's daily school routine (five statements).(To include time, day and opinions) (GDS – without repetition)</p> <p>L - Can understand a description of the rooms in a house (GDS – less repetition needed)</p> <p>L - Can listen to and understand a café dialogue and the items ordered and the cost of the items. (GDS less or no repetition needed)</p> <p>L - Can identify the likes, dislikes and sports played in a short spoken text. (GDS – less repetition needed)</p>

	<p>L - Can respond physically to a classroom command in class. (GDS – know all commands)</p> <p>L - Can identify four familiar animal nouns (GDS – more than 4)</p> <p>L - Can recognise the favourite familiar noun animal of a friend (GDS – with less repetition)</p> <p>L - Can identify, understand and respond to three of following items: a greeting, and the questions "how are you? "what are you called?" how old are you?" (GDS – less or no repetition needed; confident will all)</p> <p>L - Can identify four familiar fruits (GDS less or no repetition needed; more than 4))</p> <p>L - Can recognise seven numbers between 0 and 15 (GDS – can recognise all numbers between 0-15)</p> <p>L - Can join in and participate with physical responses whilst listening to the picnic story (GDS – can ask higher order questions about the picnic story)</p>	<p>L - Can recognise and draw four parts of the face (GDS – less repetition needed)</p> <p>L - Can select the three different letter combination for three individual sounds (based on numbers and colours) (GDS – more than 3)</p> <p>L - Can draw a monster/alien based on a simple description of a monster's/alien's body (GDS less or no repetition needed)</p> <p>L - Can identify three jungle animals and their colour from a selection of the three coloured jungle animals by listening to simple sentences describing an animal (GDS less or no repetition needed)</p> <p>L - Can understand four weather phrases (GDS – can understand all the weather phrases)</p>	<p>L - Can understand the items and prices of fruits and vegetables in a market dialogue (GDS – less repetition needed)</p> <p>L - Can understand the spoken description of a fashion show outfit –using nouns and adjectives (GDS less or no repetition needed)</p> <p>L - Can understand seven key items from ID card (name, surname, age, address, date of birth/birthday, telephone number, eye colour) (GDS less or no repetition needed)</p> <p>L - Can understand a description of a seaside holiday – weather, games and activities to play on the beach and the food you can eat for a picnic. (GDS less or no repetition needed)</p>	<p>L - Can understand five statements in a spoken description (eight sentences) about someone else describing own favourite things (GDS less or no repetition needed)</p>
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