





Bleak Hill Primary School
Spanish Long Term Plan and Progression



Vision 	Intent 	Implementation 	Impact 
<p>At Bleak Hill, we aim to foster an interest in learning other languages by introducing children to the language in a way that is enjoyable, fun and accessible so that they develop their awareness of cultural differences and similarities and that they are able to build on this throughout their lives.</p>	<p>At Bleak Hill Primary School, we believe that the learning of a foreign language provides significant educational, social and cultural benefits for our pupils. MFL lessons play an important role in developing children's speaking, listening and literacy skills, boosting self-esteem and self-confidence, and providing opportunities for enriching cross-curricular learning. Learning another language also promotes intercultural understanding, giving children a new perspective on the world, encouraging them to understand their own cultures and those of others.</p>	<p>At Bleak Hill, we use the content from the National Curriculum as a basis to deliver our chosen Modern Foreign Language of Spanish (MFL). Spanish was chosen after discussions with staff about which language was most beneficial based upon it being one of the languages delivered at Rainford High (which we are a feeder school for).</p> <p>Throughout the KS2 curriculum, we have sequenced Spanish to have one unit being taught per half term, which builds on previous knowledge. The units are based upon a central theme where appropriate, allowing for links to be made with key events in the world around us. Throughout each unit, whenever new language is presented, children are given repeated opportunities to practise and develop both their spoken and written language.</p> <p>Those points are then revisited within subsequent lessons and units, to support retrieval and retention of knowledge. Each of the units per year group, cover all four areas of development, which we aim to lay the foundations for further study within KS3. The content progressively focusses upon grammatical understanding, learning basic grammar which is appropriate to the language. The content is intended to be both memorable and engaging, with a focus upon songs, rhyme and actions throughout the delivery of units, to aid understanding.</p>	<p>Retrieval based learning techniques for every lesson in the sequence.</p> <p>Evaluations for each lesson to provide formative assessment</p> <p>Judgements for every topic to inform planning.</p>



Spanish through EYFS + KS1

Spanish is currently only taught in KS2 on a weekly basis using the Primary Language Network scheme. However, there is provision for language learning throughout EYFS and KS1 through a number of different activities. Exposure to a range of languages at this early stage will lay the foundations and instil curiosity and enthusiasm for further language learning in KS2. Throughout EYFS and KS1, children will be exposed to language learning in the following ways: Songs and rhymes; Dual language books; Greetings (displays, assemblies, register); Classroom language and instructions; Labelling of classroom objects and key areas around the classroom and school; Language displays to celebrate their language learning; Numbers on number lines (cross-curricular links to Numeracy); Colours to label objects; Different languages can be explored in these early years to engage and interest the children and begin to equip them with language learning skills they will need as they progress through into KS2.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 3	Getting to know you Numbers Feelings Colours	Bonfire Days of the week Months Christmas	Animals Likes and dislikes	Carnival Colours Playground games Easter	Food The hungry caterpillar	Picnic Where do you live?
Year 4	Numbers recap Days of the week recap School objects/rooms	Colours recap Directions Shops Christmas	Family Face parts Descriptions Alien face/bodies	Family Body parts Alien bodies	How do you feel? Jungle animals	Weather Ice cream
Year 5	About us School subjects Likes and dislikes	Bigger numbers Places in the city Christmas	New year Healthy eating Fruit and veg	Clothes Pantomime	Planets Traveller ID cards	Going to the beach Seaside
Year 6	All about me Time Larger numbers	In my house Haunted house Jobs	Happy New Year Sports	Funfair Hobbies Favourites	Café Eating out	Performance time

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Year Group	Year 3					
Term	Autumn A A New Start - Getting to know you - Numbers - Colours	Autumn B Calendar and Celebrations - Command, colours, numbers - Bonfire night colours - Calendar time - Christmas starry night	Spring A Animals I like and don't like - Epiphany celebrations - Animals around us	Spring B Carnival colours, playground games - Carnival and playground games - Easter celebrations	Summer A Breakfast, fruit nouns and a hungry giant - A hungry giant story	Summer B Going on a picnic - Where does the gingerbread man live? - Going on picnic (story)
Skill level practised	<p><i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i></p> <p>Sound Spelling: Can identify specific sound/phonemes</p> <p>Listening: Can understand a few familiar spoken words and phrases</p> <p>Speaking: Can say/repeat a few short words and phrases and would be understood by a native speaker</p>					

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	<p>Reading: Can recognise and read out a few familiar words and phrases Writing: Can write or copy a few simple words or phrases or symbols as emergent writers of the target language</p>					
Content	<p>Ask and answer name Ask and answer simple feelings Count 0-11 6 colours</p>	<p>Days Months (an respond to simple question) Asking the day / month Ask birthday month Celebrating Christmas</p>	<p>Celebrating Epiphany Names of domestic animals Ask and answer a like/dislike</p>	<p>Colours Ask what colour something is. Giving a response Likes and dislikes Celebrating Easter</p>	<p>Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Ask politely for a food item</p>	<p>Foods for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)</p>
Phonics	<p>Key listen out activity based on: numbers O</p>	<p>Key listen out activity based on: days of the week v</p>	<p>Key listen out activity based on: Key sounds in animal nouns j</p>	<p>Key listen out activity based on: Key sounds/words in practising commands z</p>	<p>Key listen out activity based on: Key sounds in fruits and vegetable nouns ce/za</p>	<p>Key listen out activity based on: Key sounds/words in picnic story va/ju</p>
Grammar	<p>Exploration of recognising and answering a question</p>	<p>Exploration of: recognising and understanding simple commands</p>	<p>Exploration of: recognising nouns asking a question</p>	<p>Exploration of: nouns</p>	<p>Exploration of: nouns and beginning to recognise masculine/feminine nouns</p>	<p>Exploration of: practising forming and structuring a polite response</p>
<p>DFE ATs and skill level During the first stage of language learning , children will explore all 12 DfE Attainment Targets.</p>			<p>Language Learning Skill level practise During the first stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs</p>			
<p>Listen attentively to spoken language and show understanding by joining in and responding</p>			<p>listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases</p>			

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Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	recognise and respond to sound patterns/words 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	perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	perform simple communicative tasks using single words/phrases and sentences
Develop accurate pronunciation and intonation, so that others understand	recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences focus on correct 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
Read carefully and show understanding of words, phrases and simple writing	recognise some familiar words in written form recognise and respond to sound patterns and 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 recognise some familiar words in written form read and understand a range of familiar phrases
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 identify specific sounds phoneme and words. Imitate pronunciation 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	experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference
Describe people, places, things and actions orally and in writing	perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of

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	<p>simple words experiment with the writing of simple sentences</p>
Understand basic grammar	<p>Use question forms Begin to explore nouns Identify and understand commands</p>

Year Group	Year 4					
Term	<p>Autumn A Welcome to our school – super learners - Welcome to our school</p>	<p>Autumn B My local area, your local area - Robots, commands, actions - Shops, signs, directions - Let's sparkle Christmas Poem</p>	<p>Spring A Family tree and faces - Epiphany time again - Meet the alien family</p>	<p>Spring B Celebrating Carnival/body parts - Carnival of animals - Body parts and aliens - Alien family 'Easter egg hunt'</p>	<p>Summer A Feeling unwell/Jungle animals - I don't feel well - Walking through the jungle (Story and rhyme) plus dragons and unicorns – fantastical descriptions</p>	<p>Summer B Summer time - Weather plus Enormous Trip performance story - Ice creams and simple ice cream roleplay</p>
Skill level practised	<p><i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i></p> <p>Sound Spelling: Can match sounds to familiar written words can pronounce familiar words and some new words accurately.</p>					

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	<p>Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p> <p>Speaking: Can ask and answer simple questions and give basic information and can pronounce familiar words and some new words accurately.</p> <p>Reading: Can understand simple written phrases. Can match sounds to familiar written words</p> <p>Writing: Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>					
Content	<p>Asking who someone is Asking someone's age Have you ...? I have Numbers 0-31 Classroom objects</p>	<p>Where is ...?(+ shops) Here is (+shops) Left/ right/ straight ahead There is / there are</p>	<p>Asking who someone is? This is mum/ brother / sister/ dad / grandma / granddad / friend Who are you? Parts of the face I have Giving hair and eye colour</p>	<p>Parts of the body and simple descriptions colour/small / big etc) Asking: Have you ...? I have There is / there are</p>	<p>How are you feeling? Simple everyday illnesses statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb adjective)</p>	<p>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</p>
Phonics	<p>Key listen out activity based on: numbers and colours o/z</p>	<p>Key listen out activity based on: shop nouns ía/qui</p>	<p>Key listen out activity based on: numbers vei/ie</p>	<p>Key listen out activity based on: parts of the body i/illa</p>	<p>Key listen out activity based on: questions cuá</p>	<p>Key listen out activity based on: weather qué/hace</p>
Grammar	<p>Exploration of nouns: masculine/feminine</p>	<p>Exploration of: recognising and using commands recognising and using "there is/are"</p>	<p>Exploration of: identifying parts of language which are adjectives recognising and using "I have "</p>	<p>Exploration of: identifying / producing singular and plural forms of nouns identifying parts of</p>	<p>Exploration of: identifying/producing singular and plural masculine/feminine nouns</p>	<p>Exploration of: identifying verbs in simple present tense sentences polite requests :-)"I would like</p>

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				language which are adjectives		
<u>DFE ATS and skill level</u> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.			<u>Language Learning Skill level practise</u> During the second stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DFE ATS			
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 and 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 ...			Imitate pronunciation identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences develop accuracy in pronunciation			

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<p>Present ideas and information orally to a range of audiences</p>	<p>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)</p>
<p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>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</p>
<p>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</p>	<p>identify specific sounds phoneme and words. Imitate pronunciation 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</p>
<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>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</p>
<p>Describe people, places, things and actions orally and in writing</p>	<p>write word, phrases and short sentences using a reference write simple words and phrases using a model and some words from memory</p>
<p>Understand basic grammar</p>	<p>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 response "I have construct simple sentences using nouns, verb (to be) and an adjective</p>

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Year Group	Year 5					
Term	<p>Autumn A</p> <p>My school, my subjects</p> <ul style="list-style-type: none"> - Talking all about us - School subjects, my opinions - Back to school with the aliens animated story – creative reading and writing - Witch's Day at school – talk and write 	<p>Autumn B</p> <p>Time in the city</p> <ul style="list-style-type: none"> - In the city - Christmas shopping (roleplay) 	<p>Spring A</p> <p>Healthy eating and going to the market</p> <ul style="list-style-type: none"> - Happy new year - Pantomime and verb to be - Going to the market - Healthy recipe - Jack and the Beanstalk – 	<p>Spring B</p> <p>Carnival clowns and clothes</p> <ul style="list-style-type: none"> - Carnival clowns and clothes - Fancy dress clothes - Pirate's lost treasure story 	<p>Summer A</p> <p>Out of the world</p> <ul style="list-style-type: none"> - Traveller's survival guide - Fly me to the moon story and simple descriptions of planets - Intergalactic dialogues - Designing planets 	<p>Summer B</p> <p>Going to the seaside</p> <ul style="list-style-type: none"> - Going to the seaside

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			read/write/ perform	- Fancy dress fashion show		
Skill level practised	<p><i>Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference)</i></p> <p>Sound Spelling: Can apply phonic knowledge to find/or write words. Listening: Can understand the main points from a series of spoken sentences (including questions)-may require some repetition Speaking: Can ask and answer questions on several topics and can express opinions. Can take part in brief pre- prepared tasks such as short presentations and roleplays Reading: Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words. Writing: Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.</p>					
Content	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	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	Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish	What are you wearing? I am wearing What's it like? It's + colour and size It has..	Personal information at passport control Countries Planets Adjectives	You can Play + sports Eat + foods Wear +beach clothes
Phonics	Key listen out activity based on: Key sounds in feelings	Key listen out activity based on: Key sounds in numbers 0-50	Key listen out activity based on: Key sounds in	Key listen out activity based on:	Key listen out activity based on: Key sounds in	Key listen out activity based on:

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	oy	ce/ci	Class survey questions qué/quien/cuál	Key sounds in carnival parade phrases ver/hay	identity card vocabulary ci/illi	Key sounds in beach story ve/va/ju
Grammar	Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences	Exploration of: Commands Verb to have- present tense	Exploration of: Verb to be – present tense	Exploration of: Verb to wear – present tense Adjectival agreement with nouns	Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.	Exploration of: Using the modal verb structure : You Can + verbs
<u>DFE ATS and skill level</u> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.			<u>Language Learning Skill level practise</u> During the third stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DFE ATS			
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 roleplays			

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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 and adapt these to create new sentences to express 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

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Understand basic grammar	Use verbs in 3rd 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
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Year Group	Year 6					
Term	Autumn A Everyday life - Revisiting me - Time - Daily life of a super hero	Autumn B Spooky house/space house - My house, your house - Outer space house - Hopes and aspirations - Paddington's Christmas sandwich menus	Spring A Playing and enjoying sport - Happy New Year forfeit game - Investigating sports	Spring B This is me, hobbies and fun - All the fun of the fair - Favourites	Summer A Café culture, restaurants - Café culture - Eating out	Summer B Performance time - Class performances - Creating class newspaper sheets - Year 6 presentations
Skill level practised	Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(some children will be on cusp of A2 in some of the skills)(Common European Framework of Reference) Sound Spelling: generally accurate pronunciation and familiar word reading skills. Listening: Can understand the main points and some detail from a short spoken passage. Speaking: Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation					

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	<p>Reading: Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/ poem/story/account). Can use a bilingual dictionary.</p> <p>Writing: Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.</p>					
Content	<p>Asking the time Giving o'clocks Describing simple daily routine</p>	<p>Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Asking: Have you +rooms Responding positively or negatively Saying what I want to be in the future. Asking politely / sandwich flavours</p>	<p>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>Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p>	<p>Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>	<p>Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers</p>
Phonics	<p>Key listen out activity based on: Key sounds in daily</p>	<p>Key listen out activity based on: Key sounds in nouns and adjectives</p>	<p>Key listen out activity based on: Key sounds in sports and hobbies</p>	<p>Key listen out activity based on: Key sounds in funfair rides ch/vur</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>

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	routine phrases voy/jue	linked to the house mi/vi/ñ	ñ/me		pronunciation in performance/reading aloud	
Grammar	Exploration of time phrases extended sentences with conjunctions and opinions	Exploration of: verb to have verb to be adjectival agreement with nouns	Exploration of: verb to play in the present tense	Exploration of: expressing likes and dislikes with nouns and verbs descriptive sentences using 1 st , 2 nd and 3 rd person regular present tense	consolidation of prior learning – nouns, adjectives, verbs, questions and answers	consolidation of prior learning – nouns, adjectives, verbs, questions and answers
DFE ATs and skill level During the first stage of language learning, children will explore all 12 DFE Attainment Targets.			Language Learning Skill level practise During the fourth stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DFE ATs			
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			

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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 their ability to understand new words that are introduced into familiar written material, including through 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

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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