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|  WRITING LISTENING READING |   SPEAKING  GRAMMAR | Listen attentively to spoken language and show understanding by joining in and responding | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | Engage in conversations; ask questions; express opinions and respond to those of others; seek clarification and help | Speak in sentences, using familiar vocabulary, phrases and basic language structures | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases | Present ideas and information orally to a range of audiences | Read carefully and show understanding of words, phrases and simple writing | Appreciate stories, songs, poems and rhymes in the language | Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written, including through using a dictionary | Write phrases from memory, and adapt these to create new sentences, to express ideas clearly | Describe people, places, things and actions orally and in writing | Understand basic grammar appropriate to the language being studied (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English |
|  | PoS Attainment target | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Early Language Unit | I’m Learning |  |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |
| Colours and Numbers | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
| Shapes | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Fruits | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  | **X** |
| Vegetables | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  | **X** |
| Ice Creams | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |