



Coverage of Lower Key Stage 2 objectives

Date:

| Lower KS2 | Objective (those in bold are the NC end of KS2 objectives that pupils in lower KS2 are working towards) | Pupils working towards | Pupils working at | Pupils working beyond |
|--------------|---|------------------------------|-------------------------|-----------------------------|
| | <p><u>Listening and responding</u> I can respond to simple classroom commands. I can listen to a song/play a game involving colours paying attention to the punctuation. I can watch a video of some children singing and acting out a song about the parts of the body. I can listen to songs about the days of the week and the months of the year. I can listen to native speakers counting up to 31 paying attention to their pronunciation. I can listen to a song about the weather and the seasons of the year.</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Develop accurate pronunciation and intonation so that others understand when they reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs and rhymes in the language.</p> | | | |
| | <p><u>Speaking</u> I can introduce myself and say how old I am. I can sing a song about colours taking care to be accurate with my punctuation. I can join in the song and point to the relevant parts of the body. I can sing a song about the days of the week and the months of the year. I can count from 0 – 31. I can join in with a song about the weather.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> | | | |



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| | <p>Reading and responding</p> <p>I can read and understand a short text by picking out familiar words. I can read sentences about colours and translate them using what I have learnt. I can read the lyrics to a song about the parts of the body. I can recognise the days of the week and the months of the year in a piece of text and read them out loud using the correct pronunciation. I can read and understand sentences involving numbers up to 31 and answer questions about them. I can read a simple text about the weather and answer questions about it orally.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary.</p> | | | |
| | <p>Writing</p> <p>I can copy a simple dialogue between two people who are meeting each other for the first time. I can complete cloze sentences by filling in the missing colour using what I have learnt. I can label the parts correctly on a diagram of the human body using the correct spelling. I can write the days of the week and the months of the year and try to spell them correctly. I can practise writing the numbers from 0 to 31 paying attention to my spelling and any accents. I can write about the weather at different times of the year (seasons and/or months).</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied including (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.</p> | | | |