

SDFS Languages/ NC 2014/ July 2022/ C D

Year 1

<p>Listening and responding Do they understand simple classroom commands? Do they understand short statements? Do they understand simple questions? Do they understand clearly spoken speech? <i>May need a lot of help, e.g. gesture and repetition.</i></p>	<p>Speaking Can they answer with a single word? Can they answer with a short phrase? Can they us <i>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</i></p>	<p>Reading and responding Can they read and understand a single word? <i>Presented in clear script in familiar context. May need visual cues.</i></p>	<p>Writing Can they copy a single word correctly? Can they label items? Can they choose the right words to complete a phrase? Can they choose the right words to complete a short sentence?</p>
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Year 2

<p>Listening and responding Do they understand a range of familiar statements? Do they understand a range of familiar questions? <i>May need items repeated.</i></p>	<p>Speaking Can they give short and simple responses to what they see and hear? Can they name and describe people? Can they name and describe places? Can they name and describe objects? Can they use (set) phrases? <i>Pronunciation may still be approximate and delivery hesitant, but their meaning is clear.</i></p>	<p>Reading and responding Can they read and understand short phrases? Can they read aloud single words and phrases? Can they use books or glossaries to find the meanings of new words?</p>	<p>Writing Can they copy a short familiar phrase? Can they write or word-process set phrases we use in class? <i>When they write familiar words from memory their spelling may be approximate.</i></p>
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Year 3 and Year 4

<p>Listening and responding Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? <i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<p>Speaking Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<p>Reading and responding Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p>	<p>Writing Can they write 2-3 short sentences on a familiar topic? •Can they say what they like and dislike about a familiar topic? <i>They write short phrases from memory and their spelling is readily understandable.</i></p>
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