

# Belton Primary School DJE PoS Attainment Targets

Taken from:- Language Angels

### Early Language Learning

LISTENING SPEAKING READING WRITING 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 and answer 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 material, 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 dudled, including twinere elevavit); featimer, masculine and neuter forms and the conjugation of high-frequency verbs; key teatures and patterns of the language; how to apply these 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
l'm Learning												
Animals												
Instruments												
l Am Able/ I Know How												
Vegetables												
Shapes												

#### Intermediate Stage

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LISTENING	wot	e ling,	lestions; thers;	ry,	accurate pronunciation and intonation so that nderstand when they are reading aloud or using words and phrases.	a range of	words,	es in the	ability to into familiar dictionary.	e to arly.	orally	rage being ulline and / verbs; key the se to build to English.
SPEAKING	age and st sponding.	of languag ik the spel	conversations; ask and answer questions; pinions and respond to those of others; fication and help.	sentences, using familiar vocabulary, and basic language structures.	ind intonat reading al	ally to a rai	understanding of v ng.	and rhym	cabulary and develop their ability to words that are introduced into familis including through using a dictionary.	mory, and adapt these to to express ideas clearly.	things and actions orally	to the langu in ine, masc h-frequenc) tow to apply or are similar
READING	ken langu	f sounds ( es and lir ords.	; ask and spond to ip.	ng familia age struc	nciation a they are ses.	nation or	r understa ing.	ls, poems	y and dev hat are in ng throug	ory, and	, things a	ppropriate evant): fem ntion of hig anguage; f fer from or
WRITING	ily to spol by joining	terns and and rhym ning of w	ersations ns and re on and he	nces, usir isic langu	ate pronul and when and phras	and inform	and show mple writi	ries, song	ocabular w words t il, includii	from mem tences, t	e, places	grammar a (where rel the conjuga rns of the l w these dit
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 a express opinions and respond seek clarification and help.	Speak in sentences, using familiar voca phrases and basic language structures.	Develop accurate pronunciation and inton others understand when they are reading familiar words and phrases.	Present ideas and information orally to audiences.	Read carefully and show un 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 material, including through using a dictionary.	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	Describe people, places, and in writing.	Under stand basic grammar appropriate to the language being studied, including (where relevant), forminine, mazulina and neuter forms and the conjugation of high-frequency where, key teatures and patterns of the language; how to apply these 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
Presenting Myself												
My Family												
Do You Have A Pet?												
What Is The Date?												
The Weather												
Clothes												
My Home												
In Class												

#### **Progressive Language Units**



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LANGUAGE ANGELS KS2 Foreign Languages Curriculum Compliance Checklist - Early Language Units

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	KS2 Prog	ramme Of Study Requirement	Main Skill Focus	Early Language Units			
	1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units			
	2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (plus: Phonics 1-4)			
	3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units			
	4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units			
	5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonics 1-4)			
	6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units			
	7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units			
	8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units			
	9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units			
	10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units			
	11	"Describe people, places, things and actions orally and in writing."	WRITING	Animals (THINGS), I Am Able/I Know How(ACTIONS),			
			GRAMMAR (GENDER & ARTICLES)	Animals, Instruments Fruits, Vegetables,			
			GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	I Am Learning, Animals, Instruments, I Am Able/I Know How <u></u> Fruit, Vegetables,			
		"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." *	GRAMMAR (POSSESSIVES)				
	12		GRAMMAR (ADJECTIVAL AGREEMENT)				
			GRAMMAR (USING THE NEGATIVE)	Fruits			
			GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)				
			GRAMMAR (OPINIONS)	Fruits,			
			GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)				

## LANGUAGE ANGELS KS2 Foreign Languages Curriculum Compliance Checklist - Intermediate Language Units

KS2 Pro	utemme, Of Study Requirement	Main Skill Focus	Intermediate Units
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (Plus: Phonics 2)
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonics 2 + 3)
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units
11	"Describe people, places, things and actions orally and in writing."	WRITING	Presenting Myself (PEOPLE). Family (PEOPLE). (PEOPLE). In <u>The</u> Classroom (THINGS). Pets (THINGS). The Weather (THINGS). Clothes (THINGS). My Home (PLACES)
		GRAMMAR (GENDER & ARTICLES)	Family Pets, Clothes, My Home,
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	Presenting Myself, Family <sub>←</sub> Pets. Clothes, My Home
		GRAMMAR (POSSESSIVES)	Family <u></u> Clothes
12	"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	GRAMMAR (ADJECTIVAL AGREEMENT)	Presenting Myself, Clothes, My Family,
	language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English." *	GRAMMAR (USING THE NEGATIVE)	. <u>Pets, My</u> Home
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	Pets, My Home
		GRAMMAR (OPINIONS)	
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	Clothes,

## CANGUAGE ANGELS KS2 Foreign Languages Curriculum Compliance Checklist - Progressive Language Units

KS2 Pro	gramme Of Study Requirement	Main Skill Focus	Progressive Units	
1	"Listen attentively to spoken language and show understanding by joining in and responding."	LISTENING	All units	
2	"Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words."	LISTENING	All units (except: Me in the World)	
3	"Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help."	SPEAKING	All units	
4	"Speak in sentences, using familiar vocabulary, phrases and basic language structures."	SPEAKING	All units	
5	"Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases."	SPEAKING	All units (plus: Phonics 4)	
6	"Present ideas and information orally to a range of audiences."	SPEAKING	All units	
7	"Read carefully and show understanding of words, phrases and simple writing."	READING	All units	
8	"Appreciate stories, songs, poems and rhymes in the language."	READING	All units (except: Me in the World)	
9	"Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary."	READING	All units	
10	"Write phrases from memory, and adapt these to create new sentences, to express ideas clearly."	WRITING	All units	
11	"Describe people, places, things and actions orally and in writing."	WRITING	At <u>School(</u> THINGS), The Weekend Activities(THINGS & ACTIONS), <u>Planets(</u> THINGS , PEOPLE & PLACES), Me In The <u>Woold(</u> PEOPLE & PLACES),	
		GRAMMAR (GENDER & ARTICLES)	At School,	
		GRAMMAR (FIRST PERSON SINGULAR OF HIGH FREQUENCY VERBS)	At School, The Weekend⊨ Healthy Lifestyles, ,Me In The World	
	"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." *	GRAMMAR (POSSESSIVES)		
		GRAMMAR (ADJECTIVAL AGREEMENT)	At School, Planets,	
12		GRAMMAR (USING THE NEGATIVE)	At School, The Weekend,	
		GRAMMAR (USING CONJUNCTIONS / CONNECTIVES)	All units	
		GRAMMAR (OPINIONS)	At School, Weekend,	
		GRAMMAR (WHOLE CONJUGATION OF HIGH FREQUENCY VERBS)	At School Me in the World,	

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