

Stage 2

Listening

Listening for global meaning

- **2Lm.01** Understand, with little or no support, the main point of short talk.

Listening for detail

- **2Ld.01** Understand, with little or no support, a short sequence of familiar instructions.
- **2Ld.02** Understand, with support, a limited range of short questions which ask for simple information.
- **2Ld.03** Deduce meaning from context, with support, of an increasing range of simple words.
- **2Ld.04** Understand, with little or no support, some specific information and detail of short talk.

Speaking

Communication

- **2Sc.01** Give basic information about themselves using phrases and short sentences.
- **2Sc.02** Describe people, places and objects, and routine actions and events, using phrases and short sentences.
- **2Sc.03** Ask questions to find out an increasing range of personal information and respond accordingly.
- **2Sc.04** Pronounce familiar words and phrases so that these can be understood by others with some effort.
- **2Sc.05** Produce simple phrases, pausing to search for expressions and to repair communication.
- **2Sc.06** Use some simple grammatical structures, allowing for frequent, basic mistakes.

Express opinion

- **2So.01** Express, with support, basic feelings.

Organisation

- **2Sor.01** Link, with little or no support, words and phrases using basic connectives.
- **2Sor.02** Take turns when speaking with others in an increasing range of short, basic exchanges.

Writing

Communicative achievement

- **2Wca.01** Write letters and words of consistent size and spacing.
- **2Wca.02** Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.
- **2Wca.03** Spell an increasing number of simple, high-frequency words accurately during guided writing activities.
- **2Wca.04** Plan and write phrases and short sentences, with support.
- **2Wca.05** Use some simple grammatical structures, allowing for frequent, basic mistakes.

Organisation

- **2Wor.01** Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.
- **2Wor.02** Link, with support, words, phrases and short sentences using basic connectives.

Content

- **2Wc.01** Write, with support, simple phrases to give personal and factual information.
- **2Wc.02** Express, with support, basic feelings.

Reading**Reading for global meaning**

- **2Rm.01** Understand, with support, the main point of short, simple texts.
- **2Rm.02** Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **2Rd.01** Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts.
- **2Rd.02** Understand, with support, some specific information and detail in short, simple, illustrated texts.
- **2Rd.03** Read and follow, with support, a limited range of short, familiar instructions.
- **2Rd.04** Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.

Use of English**Grammatical forms**

- **2Ug.01** Use question words and structures to ask basic questions.
- **2Ug.02** Use common present simple forms, including short answer forms and contractions, to give personal and factual information.
- **2Ug.03** Use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions.
- **2Ug.04** Use common present continuous forms, including short answers and contractions, to talk about present activities.
- **2Ug.05** Use future simple form *will* to talk about future intention.
- **2Ug.06** Use *can* to make requests and ask permission and use appropriate responses (e.g. *here you are, OK*).
- **2Ug.07** Use common adjectives on personal and familiar topics to give personal information and describe things.
- **2Ug.08** Use possessive adjectives to give personal information and describe familiar things.

Vocabulary

- **2Uv.01** Use cardinal numbers *1–100*.
- **2Uv.02** Use ordinal numbers *1st–50th*.
- **2Uv.03** Use *with* to indicate accompaniment and instrument and *for* to indicate recipient.
- **2Uv.04** Use prepositions of location, position and direction (e.g. *behind, between, in, in front of, to*).
- **2Uv.05** Use prepositions of time (e.g. *at*) to talk about days and time.
- **2Uv.06** Use adverbs of definite time (e.g. *now, today, yesterday, last week*).
- **2Uv.07** Use common *-ly* adverbs to describe actions.
- **2Uv.08** Use the adverb *too* to add information.
- **2Uv.09** Use countable and some common uncountable nouns, including some common irregular plural forms, and possessive *'s* to name and label things.

- **2Uv.10** Use *there is/are* to make short statements and descriptions.
- **2Uv.11** Use impersonal *you* in questions (e.g. *How do you spell that?*).

Sentence structure

- **2Us.01** Use demonstratives *this, that, these, those* to refer to familiar objects.
- **2Us.02** Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses.
- **2Us.03** Use common personal subject and object pronouns, including possessive pronouns (e.g. *mine, yours*), to give simple personal information and describe things.
- **2Us.04** Use connectives (e.g. *but, or, then*) to link words and phrases.