

Stage 4

Listening

Listening for global meaning

- **4Lm.01** Understand, with support, most of the main points of short talk.

Listening for detail

- **4Ld.01** Understand, with support, a range of instructions.
- **4Ld.02** Understand, with support, an increasing range of questions which ask for information.
- **4Ld.03** Deduce meaning from context, with little or no support, in short talk.
- **4Ld.04** Understand, with little or no support, most specific information and detail of short talk.

Listening for opinion

- **4Lo.01** Recognise, with little or no support, the opinions of the speaker(s) in short talk.

Speaking

Communication

- **4Sc.01** Give basic information about themselves and others using a short sequence of sentences.
- **4Sc.02** Describe people, places and objects, and routine past and present actions and events, using a short sequence of sentences.
- **4Sc.03** Ask questions to find out general information on an increasing range of topics and respond accordingly.
- **4Sc.04** Give, with support, a short sequence of instructions.
- **4Sc.05** Pronounce some familiar words and phrases clearly; others may need to ask for repetition from time to time.
- **4Sc.06** Produce a short sequence of sentences to maintain short exchanges, allowing for some hesitation, false starts and reformulation.
- **4Sc.07** Use some simple grammatical structures and sentence patterns correctly, allowing for some basic mistakes.

Express opinion

- **4So.01** Express, with support, opinions and feelings.

Organisation

- **4Sor.01** Link, with support, a short sequence of simple sentences using a limited range of connectives.
- **4Sor.02** Initiate, maintain and conclude interaction, with some support, in an increasing range of exchanges.

Writing

Communicative achievement

- **4Wca.01** Use legible handwriting in written work with some speed and fluency.
- **4Wca.02** Spell most high-frequency words accurately when writing independently.
- **4Wca.03** Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support.
- **4Wca.04** Use some simple grammatical structures and sentence patterns correctly, allowing for some mistakes.

Organisation

- **4Wor.01** Punctuate a sequence of sentences in a paragraph during guided writing with some accuracy.
- **4Wor.02** Link, with support, a short sequence of simple sentences using a limited range of connectives to create a paragraph.
- **4Wor.03** Use, with support, appropriate layout for a limited range of written genres.

Content

- **4Wc.01** Write, with support, a short sequence of instructions.
- **4Wc.02** Write, with support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events.
- **4Wc.03** Express, with support, opinions and feelings.

Reading**Reading for global meaning**

- **4Rm.01** Understand, with support, some of the main points of short, simple texts.
- **4Rm.02** Read, with support, an increasing range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **4Rd.01** Understand, with little or no support, most specific information and detail in short, simple texts.
- **4Rd.02** Read and follow an increasing range of instructions.
- **4Rd.03** Deduce meaning from context, with little or no support, in short, simple texts.
- **4Rd.04** Explore words with common roots and derivations, including links to words in their first language.

Reading for opinion

- **4Ro.01** Recognise, with little or no support, the opinions of the writer(s) in short, simple texts.

Use of English**Grammatical forms**

- **4Ug.01** Begin to use tag questions to seek agreement or clarify.
- **4Ug.02** Use *would you like + noun* to offer and *would you like + verb* to invite and use appropriate responses to invitations, *yes please, no thank you*.
- **4Ug.03** Use imperative forms [positive and negative] of an increasing range of verbs to give a short sequence of commands and instructions.
- **4Ug.04** Use present simple regular and irregular forms to describe routines, habits and states.
- **4Ug.05** Use past simple regular and irregular forms to describe routines, habits and states.
- **4Ug.06** Use present continuous forms with future meaning.
- **4Ug.07** Use past continuous forms for background actions.
- **4Ug.08** Use present perfect forms of common verbs to express what has happened [indefinite time].
- **4Ug.09** Use future forms *will* for predictions and *be going to* to talk about already decided plans.
- **4Ug.10** Use *have [got] to/had to* to express obligation and *might, may, could* to express possibility.
- **4Ug.11** Use an increasing range of adjectives and comparative and superlative adjectives [regular and irregular].

Vocabulary

- **4Uv.01** Use *like* to describe things and *about* to denote topic.
- **4Uv.02** Use prepositions of direction (e.g. *into, out, of, from, towards*).
- **4Uv.03** Use adverbs of indefinite time (e.g. *yet, ever, already, always*).
- **4Uv.04** Use comparative and superlative forms of common adverbs.
- **4Uv.05** Use an increasing range of countable and uncountable nouns.

Sentence structure

- **4Us.01** Use an increasing range of quantifiers (e.g. *each, every, a few, few, a little, little*).
- **4Us.02** Use a limited range of indefinite pronouns (e.g. *some, any, something, nothing, anything*).
- **4Us.03** Use connectives (e.g. *when, before, after, then*) to link parts of sentences.
- **4Us.04** Use defining relative clauses *with which, who, that, where* to give personal information.
- **4Us.05** Use *when/before/after* subordinate clauses to describe simple present and past actions.
- **4Us.06** Use an increasing range of verbs followed by infinitive and gerund forms.
- **4Us.07** Use infinitive of purpose.