

Stage 5

Listening

Listening for global meaning

- **5Lm.01** Understand, with little or no support, most of the main points of short talk.

Listening for detail

- **5Ld.01** Understand, with little or no support, a range of instructions.
- **5Ld.02** Understand a range of questions which ask for information.
- **5Ld.03** Deduce meaning from context in short talk.
- **5Ld.04** Understand specific information and detail of short talk.

Listening for opinion

- **5Lo.01** Recognise the opinions of the speaker(s) in short talk.

Speaking

Communication

- **5Sc.01** Give more detailed information about themselves and others using a sequence of sentences.
- **5Sc.02** Describe people, places and objects, and routine past and present actions and events, using a sequence of sentences.
- **5Sc.03** Ask questions to find out general information on a range of topics and respond accordingly.
- **5Sc.04** Give, with little or no support, a short sequence of instructions.
- **5Sc.05** Pronounce familiar words and phrases clearly; others may need to ask for repetition from time to time.
- **5Sc.06** Produce a sequence of sentences to maintain a range of exchanges, allowing for some hesitation, false starts and reformulation.
- **5Sc.07** Use simple grammatical structures and sentence patterns correctly, allowing for occasional, basic mistakes.

Express opinion

- **5So.01** Express, with little or no support, opinions and feelings.

Organisation

- **5Sor.01** Link, with little or no support, a short sequence of simple sentences using an increasing range of connectives.
- **5Sor.02** Initiate, maintain and conclude interaction, with little or no support, in a range of exchanges.

Writing

Communicative achievement

- **5Wca.01** Use legible handwriting in written work with increasing speed and fluency.
- **5Wca.02** Spell high-frequency words accurately on an increasing range of familiar topics when writing independently.
- **5Wca.03** Plan, write, edit and proofread short texts, with support.
- **5Wca.04** Use simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes.

Organisation

- **5Wor.01** Punctuate short texts during guided writing with some accuracy.
- **5Wor.02** Link, with little or no support, a short sequence of sentences using an increasing range of connectives to create a short text organised into paragraphs.
- **5Wor.03** Use, with little or no support, appropriate layout for a limited range of written genres.

Content

- **5Wc.01** Write, with little or no support, a short sequence of instructions.
- **5Wc.02** Write, with little or no support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events.
- **5Wc.03** Express, with little or no support, opinions and feelings.

Reading**Reading for global meaning**

- **5Rm.01** Understand, with little or no support, most of the main points of short texts.
- **5Rm.02** Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **5Rd.01** Understand most specific information and detail in short texts.
- **5Rd.02** Read and follow a range of instructions.
- **5Rd.03** Deduce meaning from context in short texts.
- **5Rd.04** Identify and explore words with common roots and compare their meanings.

Reading for opinion

- **5Ro.01** Recognise the opinions of the writer(s) in short texts.

Use of English**Grammatical forms**

- **5Ug.01** Use tag questions to seek agreement or clarify.
- **5Ug.02** Use imperative forms with direct and indirect object forms to give a short sequence of commands and instructions.
- **5Ug.03** Use an increasing range of present simple forms to describe routines, habits and states.
- **5Ug.04** Use an increasing range of past simple forms to describe routines, habits and states.
- **5Ug.05** Use present continuous forms with present and future meaning.
- **5Ug.06** Use past continuous forms for background and interrupted past actions.
- **5Ug.07** Use present perfect forms to express what has happened [indefinite time and unfinished past] with *for* and *since*.
- **5Ug.08** Use an increasing range of future forms, including present continuous and present simple with future meaning.
- **5Ug.09** Begin to use *if* clauses in zero conditionals.
- **5Ug.10** Use modal forms (e.g. *mustn't* [prohibition], *need* [necessity], *would*, *could* [polite requests]).
- **5Ug.11** Use a range of adjectives, including common participle adjectives (e.g. *bored/boring*) and comparative and superlative adjectives in the correct order in front of nouns.

Vocabulary

- **5Uv.01** Begin to use common dependent prepositions following adjectives (e.g. *good at*).
- **5Uv.02** Use a limited range of prepositions preceding nouns.
- **5Uv.03** Use a range of prepositions to talk about time, location, position and direction.
- **5Uv.04** Use a range of adverbs of indefinite time (e.g. *for, since*).
- **5Uv.05** Use comparative and superlative forms with a range of adverbs.
- **5Uv.06** Use adverbs of degree (e.g. *too, not enough, quite, rather*).
- **5Uv.07** Use common abstract nouns and compound nouns.
- **5Uv.08** Use common impersonal structures with *it, there*.

Sentence structure

- **5Us.01** Use a range of quantifiers (e.g. *both, all, less, fewer, not as many, not as much*).
- **5Us.02** Use an increasing range of indefinite pronouns (e.g. *someone, somebody, everybody, no-one*).
- **5Us.03** Use connectives (e.g. *so, when*) in short texts.
- **5Us.04** Use an increasing range of defining relative clauses to give personal information and details.
- **5Us.05** Use subordinate clauses following *sure, certain, think, know, believe, hope*.
- **5Us.06** Use a range of verbs followed by infinitive and gerund forms.