

Stage 6

Listening

Listening for global meaning

- **6Lm.01** Understand, with support, most of the main points of short and extended talk.

Listening for detail

- **6Ld.01** Understand a range of instructions.
- **6Ld.02** Understand a range of questions which ask for detailed information.
- **6Ld.03** Deduce meaning from context, with support, in short and extended talk.
- **6Ld.04** Understand, with support, most specific information and detail of short and extended talk.
- **6Ld.05** Understand, with support, most of the detail of an argument in short and extended talk.

Listening for opinion

- **6Lo.01** Recognise, with support, the opinions of the speaker(s) in short and extended talk.

Speaking

Communication

- **6Sc.01** Give detailed information about themselves and others.
- **6Sc.02** Describe people, places and objects, and routine past and present actions and events.
- **6Sc.03** Ask questions to find out information and to clarify meaning on a range of topics and respond accordingly.
- **6Sc.04** Give a sequence of instructions.
- **6Sc.05** Pronounce familiar words and phrases clearly; begin to use intonation and place stress at word, phrase and sentence level appropriately.
- **6Sc.06** Begin to produce and maintain stretches of language comprehensibly, allowing for hesitation and reformulation, especially in longer stretches of free production.
- **6Sc.07** Use grammatical structures correctly, allowing for occasional mistakes.

Express opinion

- **6So.01** Express opinions, feelings and reactions.

Organisation

- **6Sor.01** Link sentences using an increasing range of connectives.
- **6Sor.02** Briefly summarise what others say, with support, in a range of exchanges in order to achieve a shared outcome.

Writing

Communicative achievement

- **6Wca.01** Use legible handwriting in written work with appropriate speed and fluency.
- **6Wca.02** Spell most familiar words accurately on a range of familiar topics when writing independently.
- **6Wca.03** Plan, write, edit and proofread short texts, with little or no support.
- **6Wca.04** Use grammatical structures correctly, allowing for occasional mistakes.

Organisation

- **6Wor.01** Punctuate short texts with some accuracy when writing independently.
- **6Wor.02** Link sentences using an increasing range of connectives to create a short text organised into paragraphs.
- **6Wor.03** Use appropriate layout for a limited range of written genres.

Content

- **6Wc.01** Write a sequence of instructions.
- **6Wc.02** Write, with support, short texts which describe people, places and objects, and routine past and present actions and events.
- **6Wc.03** Express opinions and feelings.

Reading**Reading for global meaning**

- **6Rm.01** Understand, with support, most of the main points of short and extended texts.
- **6Rm.02** Read independently a range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **6Rd.01** Understand, with support, most specific information and detail in short and extended texts.
- **6Rd.02** Read and follow instructions.
- **6Rd.03** Understand, with support, most of the detail of an argument in short and extended texts.
- **6Rd.04** Deduce meaning from context, with support, in short and extended texts.
- **6Rd.05** Explore common idiomatic phrases and their meanings.

Reading for opinion

- **6Ro.01** Recognise, with support, the opinions of the writer(s) in short and extended texts.

Use of English**Grammatical forms**

- **6Ug.01** Use a limited range of verb forms to ask questions to develop ideas and extend understanding.
- **6Ug.02** Use *what/how about + noun/-ing* to make suggestions.
- **6Ug.03** Use a range of present simple active forms and begin to use passive forms.
- **6Ug.04** Use a range of past simple active forms for habits and states and begin to use passive forms.
- **6Ug.05** Use an increasing range of present continuous forms with present and future meaning.
- **6Ug.06** Use past continuous forms for background, parallel and interrupted past actions.
- **6Ug.07** Use present perfect forms to express recent, indefinite and unfinished past.
- **6Ug.08** Use a range of future forms, including present continuous and present simple with future meaning.
- **6Ug.09** Begin to use *if* clauses in first conditionals.
- **6Ug.10** Use common prepositional verbs (e.g. *walk away*).
- **6Ug.11** Begin to use simple forms of reported speech to report statements and commands.

- **6Ug.12** Use an increasing range of modal forms (e.g. *needn't* [lack of necessity], *should* [advice], *ought to* [advice/obligation]).
- **6Ug.13** Use an increasing range of participle adjectives and a range of adjectives in the correct order in front of nouns.

Vocabulary

- **6Uv.01** Use common dependent prepositions following adjectives.
- **6Uv.02** Use an increasing range of prepositions preceding nouns.
- **6Uv.03** Use prepositions (e.g. *as, like*) to indicate manner.
- **6Uv.04** Use a wide range of adverbs of definite and indefinite time.
- **6Uv.05** Use comparative and superlative forms with regular and irregular adverbs.
- **6Uv.06** Use collective nouns.
- **6Uv.07** Use a limited range of abstract nouns and compound nouns.

Sentence structure

- **6Us.01** Use a wide range of quantifiers (e.g. *either, neither, both [of], several, plenty*).
- **6Us.02** Use reciprocal pronouns (each other, one another) and a range of indefinite pronouns.
- **6Us.03** Use reflexive pronouns.
- **6Us.04** Use connectives (e.g. *while, until, as soon as*) in short texts.
- **6Us.05** Use an increasing range of defining relative clauses (e.g. with *whose* and *whom*) and begin to use non-defining relative clauses.
- **6Us.06** Use subordinate clauses following *say* and *tell*.
- **6Us.07** Use the patterns verb + object + infinitive (e.g. *have something to do*) and *give/take/send/bring/show* + direct/indirect object.