

Framework Code	Learning Objective	Ongoing (O) Unit ref (1A, 2B etc)
4Re1	Reading Recognise, identify and sound, with some support, a range of language at text level.	Ongoing
4Re2	Read and follow, with limited support, familiar instructions for classroom activities	Ongoing
4Re3	Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment..	Ongoing
4Re4	Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues.	Ongoing
4Re5	Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics.	Ongoing
4Re6	Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics.	Ongoing
4Re7	Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics.	Ongoing
4Re8	Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding.	Ongoing
4W1	Writing Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics.	Ongoing
4W2	Write, with support, longer sentences on a limited range of general and curricular topics.	Ongoing
4W3	Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency	Ongoing
4W4	Use joined-up handwriting in a growing range of written work.	Ongoing
4W5	Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics..	Ongoing
4W6	Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.	Ongoing
4W7	Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently.	Ongoing
4W8	Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when	Ongoing

	writing independently.	
4L1	<u>Listening</u> Understand a short sequence of supported classroom instructions.	Ongoing
4L2	Understand a limited range of unsupported basic questions which ask for personal information.	Ongoing
4L3	Understand an increasing range of unsupported basic questions on general and curricular topics.	Ongoing
4L4	Understand the main points of supported extended talk on a range of general and curricular topics.	Ongoing
4L5	Understand most specific information and detail of short, supported talk on a wide range of familiar topics.	Ongoing
4L6	Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	Ongoing
4L7	Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics.	Ongoing
4L8	Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics.	Ongoing
4L9	Identify rhyming words.	Ongoing
4S1	<u>Speaking</u> Provide basic information about themselves and others at sentence level on an increasing range of general topics.	Ongoing
4S2	Ask questions to find out general information on an increasing range of general and curricular topics.	Ongoing
4S3	Give an opinion at sentence level on an increasing range of general and curricular topics.	Ongoing
4S4	Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics.	Ongoing
4S5	Organise talk at sentence level using connectors on an increasing range of general and curricular topics.	Ongoing
4S6	Communicate meaning clearly at sentence level during pair, group and whole class exchanges.	Ongoing
4S7	Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.	Ongoing
4S8	Keep interaction going in basic exchanges on a growing range of general and curricular topics.	Ongoing
4Uw1	<u>Use of English</u> Use a growing range of countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of general and curricular topics	Ongoing
4Uw2	Use quantifiers <i>many, much, a lot of, a few</i> on a limited range of general and curricular topics.	T1

4Uw3	Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics.	T1
4Ug1	Use determiners including <i>any, no, each, every</i> on a limited range of general and curricular topics.	T1
4Uw4	Use questions, including tag questions, to seek agreement and clarify; use questions <i>What time/What else/next?</i> ; on a limited range of general and curricular topics.	Ongoing
4Ug2	Use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing, anything</i> on a limited range of general and curricular topics..	Ongoing
4Ug3	Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics.	T2
4Uf1	Use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of general and curricular topics.	Ongoing
4Ug4	Use simple present forms and simple past regular and irregular forms to describe routines, habits and states on a limited range of general and curricular topics..	T1
4Ug5	Use present continuous forms to talk about present activities and with future meaning; use past continuous forms for background actions; on a limited range of general and curricular topics.	T1
4Uw5	Use <i>be/look/sound/feel/taste/smell like</i> ; use <i>be made of</i> ; use <i>make somebody/something + adjective</i> ; on a limited range of general and curricular topics.	T1
4Uw6	Use a growing range of common adverbs [both regular and irregular] simple and comparative forms and adverbs of frequency; use adverbs of indefinite time <i>yet, ever, already, always</i> ; use adverbs of definite time: <i>last week, yesterday</i> ; on a limited range of general and curricular topics..	T1
4Uf2	Use <i>might, may, could</i> to express possibility; use <i>shall</i> [for suggestions]; on a limited range of general and curricular topics.	T2
4Uw7	Use a limited range of prepositions to talk about time and location; use prepositions <i>like</i> to describe things and <i>about</i> to denote topic; use prepositions of direction <i>to, into, out, of, from, towards</i> ; on a limited range of general and curricular topics.	T2
4Ug6	Use common verbs followed by infinitive verb/verb + ing patterns; use infinitive of purpose; on a limited range of	T1

	general and curricular topics.	
4Ug7	Use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of general and curricular topics.	Ongoing
4Ug8	Use <i>if</i> clauses (in zero conditionals); use <i>where</i> clauses; use <i>before/after</i> clauses (with past reference); use defining relative clauses with <i>which, who, that, where</i> , to give details; on a limited range of general and curricular topics.	T2