

Long-term planning template 2

Framework Code	Learning Objective	Ongoing (O) Unit ref (1A, 2B etc)
<u>Reading</u> 2Re1	<ul style="list-style-type: none"> Recognise, identify and sound, with support, a limited range of language at text level. 	O
2Re2	<ul style="list-style-type: none"> Read and follow, with support, familiar instructions for classroom activities. 	
2Re3	<ul style="list-style-type: none"> Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment. 	
2Re4	<ul style="list-style-type: none"> Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues. 	
2Re5	<ul style="list-style-type: none"> Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics. 	
2Re6	<ul style="list-style-type: none"> Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them. 	
2Re7	<ul style="list-style-type: none"> Understand the meaning of simple short sentences on familiar general and curricular topics. 	
2Re8	<ul style="list-style-type: none"> Use, with more infrequent support, a simple picture dictionary. 	
<u>Writing</u> 2W1	<ul style="list-style-type: none"> Plan, write and check, with support, short sentences on familiar topics. 	O
2W2	<ul style="list-style-type: none"> Write, with support, short sentences which give basic personal information. 	
2W3	<ul style="list-style-type: none"> Write short familiar instructions with support from their peers. 	
2W4	<ul style="list-style-type: none"> Begin to use joined-up handwriting in a limited range of written work. 	
2W5	<ul style="list-style-type: none"> Link with support words or phrases using basic coordinating connectors. 	
2W6	<ul style="list-style-type: none"> Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities. 	
2W7	<ul style="list-style-type: none"> Spell a growing number of familiar high-frequency words accurately during guided writing activities. 	

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2W8	<ul style="list-style-type: none"> • Include a full stop and question mark during guided writing of short, familiar sentences. 	
<u>Listening</u> 2L1	<ul style="list-style-type: none"> • Understand an increased range of short, basic, supported classroom instructions. 	O
2L2	<ul style="list-style-type: none"> • Understand a growing range of short supported questions which ask for personal information. 	
2L3	<ul style="list-style-type: none"> • Understand an increasing range of short supported questions on general and curricular topics. 	
2L4,	<ul style="list-style-type: none"> • Understand the main points of short supported talk on an increasing range of general and curricular topics. 	
2L5	<ul style="list-style-type: none"> • Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics. 	
2L6	<ul style="list-style-type: none"> • Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics. 	
2L7	<ul style="list-style-type: none"> • Understand short, supported narratives on an increasing range of general and curricular topics. 	
2L8	<ul style="list-style-type: none"> • Recognise words that are spelled out in a limited range of general and curricular topics. 	
2L9	<ul style="list-style-type: none"> • Identify initial, middle and final phonemes and blends. 	
<u>Speaking</u> 2S1	<ul style="list-style-type: none"> • Make basic statements which provide personal information on a limited range of general topics. 	O
2S2	<ul style="list-style-type: none"> • Ask questions to find out about an increasing range of personal information. 	
2S3	<ul style="list-style-type: none"> • Describe basic present and past actions on a limited range of general and curricular topics. 	
2S4	<ul style="list-style-type: none"> • Use basic vocabulary for a limited range of general and curricular topics. 	
2S5	<ul style="list-style-type: none"> • Give short, basic descriptions of people and objects. 	
2S6	<ul style="list-style-type: none"> • Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges. 	
2S7	<ul style="list-style-type: none"> • Take turns when speaking with others in a growing range of short, basic exchanges. 	
2S8	<ul style="list-style-type: none"> • Relate very short, basic stories and events on a limited range of general and curricular topics. 	

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Language use 2U1	<ul style="list-style-type: none"> Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things. 	Term 1
2U2 2U3	<ul style="list-style-type: none"> Use numbers 1–50 to count. Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things. 	T1
2U4	<ul style="list-style-type: none"> Use determiners <i>a, the, some, any, this, these, that</i> to refer to familiar objects. 	T2
2U5	<ul style="list-style-type: none"> Use <i>who, what, where, how many</i> to ask questions on familiar topics; use impersonal <i>you</i> in the question: <i>How do you spell that?</i> 	Ongoing
2U6	<ul style="list-style-type: none"> Use demonstrative pronouns <i>this, these, that, those</i> and object pronoun <i>one</i> in short statements and responses. 	T1
2U7	<ul style="list-style-type: none"> Use personal subject and object pronouns, including possessive pronouns <i>mine, yours</i> to give basic personal information and describe things. 	T2
2U8	<ul style="list-style-type: none"> Use imperative forms [positive and negative] to give short instructions. 	T2
2U9	<ul style="list-style-type: none"> Use common simple present forms, including short answer forms and contractions, to give personal information; use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions. 	Ongoing
2U10	<ul style="list-style-type: none"> Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics; use <i>-ing</i> forms <i>swimming, spelling</i> as nouns to describe familiar and classroom activities. 	T2
2U11	<ul style="list-style-type: none"> Use <i>there is/are</i> to make short statements and descriptions; use <i>Have you [ever] been?</i> to talk about experiences. 	T2
2U12	<ul style="list-style-type: none"> Use adverbs of time and place <i>now, today, over, there</i>, to indicate when and where; use common <i>-ly</i> adverbs to describe actions; use the adverb <i>too</i> to add information. 	T2

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2U13	<ul style="list-style-type: none"> • Use <i>can</i> to make requests and ask permission and use appropriate responses <i>here you are, OK</i>; use <i>must</i> to express obligation; use <i>have + object + infinitive</i> to talk about obligations; use <i>will</i> to talk about future intention; use <i>What/How about + noun/-ing</i> to make suggestions. 	T1
2U14	<ul style="list-style-type: none"> • Use prepositions of location, position and direction: <i>at, behind, between, in, in front of, near, next to, on, to</i>; use prepositions of time: <i>on, in, at</i>, to talk about days and times; use <i>with</i> to indicate accompaniment and instrument and <i>for</i> to indicate recipient; on personal and familiar topics. 	T1
2U15	<ul style="list-style-type: none"> • Use <i>Would you like to ...</i> to invite and use appropriate responses <i>yes please, no thanks</i>; use declarative <i>what [a/an] + adjective + noun</i> to show feelings. 	T2
2U16	<ul style="list-style-type: none"> • Use conjunctions <i>and, or, but</i> to link words and phrases. 	Ongoing
2U17	<ul style="list-style-type: none"> • Use <i>when</i> clauses to describe simple present and past actions on personal and familiar topics; use <i>so do I</i> to give short answers. 	T2