

Framework Code	Learning Objective	Ongoing (O) Unit ref (1A, 2B etc)
3Re1	<b>Reading</b> Recognise, identify and sound, with support, an increasing range of language at text level.	Ongoing
3Re2	Read and follow, with some support, familiar instructions for classroom activities.	Ongoing
3Re3	Read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment.	Ongoing
3Re4	Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues.	Ongoing
3Re5	Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics.	Ongoing
3Re6	Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics.	Ongoing
3Re7	Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics.	Ongoing
3Re8	Find, with support, books, worksheets and other printed materials in a class or school library according to classification.	Ongoing
3W1	<b>Writing</b> Plan, write and check sentences, with support, on a limited range of general and curricular topics.	Ongoing
3W2	Write, with support, longer sentences on a limited range of general and curricular topics.	Ongoing
3W3	Write, with support, short sentences which describe people, places and objects.	Ongoing
3W4	Use joined-up handwriting in a growing range of written work.	Ongoing
3W5	Link, with some support, sentences using basic coordinating connectors.	Ongoing
3W6	Use upper and lower case letters accurately when writing names, places and short sentences when writing independently.	Ongoing
3W7	Spell most familiar high-frequency words accurately during guided writing activities.	Ongoing
3W8	Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently.	Ongoing
3L1	<b>Listening</b>	Ongoing

	Understand a short sequence of supported classroom instructions.	
<b>3L2</b>	Understand a limited range of unsupported basic questions which ask for personal information.	Ongoing
<b>3L3</b>	Understand a limited range of unsupported basic questions on general and curricular topics.	Ongoing
<b>3L4</b>	Understand the main points of short, supported talk on a range of general and curricular topics.	Ongoing
<b>3L5</b>	Understand most specific information and detail of short, supported talk on a range of general and curricular topics.	Ongoing
<b>3L6</b>	Deduce meaning from context in short, supported talk on a limited range of general and curricular topics.	Ongoing
<b>3L7</b>	Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics.	Ongoing
<b>3L8</b>	Understand supported narratives on a limited range of general and curricular topics.	Ongoing
<b>3L9</b>	Identify rhyming words.	Ongoing
<b>3S1</b>	<b><u>Speaking</u></b> Provide basic information about themselves at sentence level on a limited range of general topics.	Ongoing
<b>3S2</b>	Ask questions to find out general information on a limited range of general and curricular topics.	Ongoing
<b>3S3</b>	Give an opinion at sentence level on a limited range of general and curricular topics.	Ongoing
<b>3S4</b>	Use basic vocabulary for an increasing range of general and curricular topics.	Ongoing
<b>3S5</b>	Organise talk at sentence level using basic connectors on a limited range of general and curricular topics.	Ongoing
<b>3S6</b>	Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges.	Ongoing
<b>3S7</b>	Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.	Ongoing
<b>3S8</b>	Relate basic stories and events on a growing range of general and curricular topics.	Ongoing
<b>3Uw1</b>	<b><u>Use of English</u></b> Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics.	Ongoing
<b>3Uw2</b>	Use numbers 1–100 to count, use basic quantifiers <i>many</i> , <i>much</i> , <i>not many</i> , <i>a lot of</i> on a limited range of general and curricular topics.	T1
<b>3Uw3</b>	Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics.	T1
<b>3Uw4</b>	Use <i>who</i> , <i>what</i> , <i>where</i> , <i>how</i> , <i>how many</i> , <i>how much</i> to ask	Ongoing

	questions on a limited range of general and curricular topics; use <i>why</i> to ask for explanations; use <i>when</i> to ask when something happens/happened; use <i>What is/was the weather like?</i> ; use <i>What's the matter?</i>	
<b>3Uw5</b>	Use common adverbs of frequency <i>never, a lot</i> ; use adverbs of sequence <i>first, next, then</i> , and direction <i>left, right</i> ; use common comparative and superlative adverbs to describe and compare things... <i>more quickly... best</i> ; on a limited range of general and curricular topics.	T1
<b>3Uw6</b>	Use common prepositions of time <i>on, in, at, after, before</i> to state when things happen; use common prepositions of location, position and direction: <i>at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under</i> ; use <i>from</i> [origin] <i>with/without</i> [inclusion]; use <i>be good at</i> + noun; use <i>go for</i> + noun; on a limited range of general and curricular topics.	T1
<b>3Ug1</b>	Use determiners <i>a, the, some, any, this, these, that, those</i> to give personal information and on a limited range of general and curricular topics.	Ongoing
<b>3Ug2</b>	Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics.	Ongoing
<b>3Ug3</b>	Use direct and indirect object personal pronouns in descriptions of events and actions on a limited range of general and curricular topics.	T2
<b>3Ug4</b>	Use simple present forms; use simple past regular and irregular forms to describe actions and narrate simple events; on a limited range of general and curricular topics.	T1
<b>3Ug5</b>	Use present continuous forms to describe events and talk about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics.	T1
<b>3Ug6</b>	Use <i>I think... I know...</i> to express basic opinions on a limited range of general and curricular topics; use a limited range of simple perfect forms [regular and irregular] to talk about experiences.	T2
<b>3Ug7</b>	Use common verbs followed by infinitive verb/verb + <i>ing</i> patterns; begin to use infinitive of purpose;	T2

	use want/ask someone to do something; use be called + noun; on a limited range of general and curricular topics.	
<b>3Ug8</b>	Use conjunction <i>because</i> to give reasons on a limited range of general and curricular topics.	T2
<b>3Ug9</b>	Use defining relative clauses with <i>which, who, where</i> to give personal information.	T2
<b>3Uf1</b>	Use imperative forms with direct and indirect object forms to give a short sequence of instructions.	T1
<b>3Uf2</b>	Use <i>could</i> as a past form of <i>can</i> ; use <i>have (got) to/had to</i> to express obligation; use <i>shall</i> [interrogative] to make offers and <i>will</i> to ask about future intention; on a limited range of general and curricular topics.	T2