**Examples of activities from S.O.W. to meet end of year objectives – Year 5**

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| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 5 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language. | **5.1** Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly, **e.g. Unit 13 lesson 1 – packed lunch items.**  **5.2** Can join in with familiar short songs, rhymes or poems, or parts of them, **e.g. Unit 14 lesson 4 – ‘Yo soy músico’ song.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **5.3** Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly, **e.g. Unit 13 lesson 4 – power point writing activity.**  **5.4** Can use understandable spelling for high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly, **e.g. Unit 16 lesson 4 – sentences describing a painting**. |
| Engage in conversations; ask and answer questions;  express opinions and respond to those of others | **5.5** Can ask and answer simple questions on the current topic, **e.g. Unit 14 lesson 7 – role play.**  **5.6** Can adapt models successfully to give own information, including simple questions, substituting individual words, **e.g. Unit 15 lesson 7 – role play.** |
| Seek clarification and help | **5.7** Can use several short phrases and questions in predictable classroom interactions, **e.g. ¿Puedo tomar agua, por favor?** **All units and lessons.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures  Present ideas and information orally to a range of audiences | **5.8** Can produce some short phrases within a familiar topic, with good pronunciation, **e.g. Unit 17 lesson 1 – sentences linking seasons with types of weather.** |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **5.9** Can read short phrases accurately that contain mostly familiar language. **e.g**. **Unit 16 lesson 5 – reading lines from a poem.** |
| Read carefully and show understanding of words, phrases and simple writing | **5.10** Can understand familiar words and simple sentences, **e.g. Unit 18 lesson 2 – linking days and planets.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **5.11** Can spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning, **e.g. Unit 18 lesson 5 – reading about the distance of planets from the sun.** |
| Use a dictionary | **5.12** Can use alphabetical order confidently,**e.g. Unit 12 lesson 1 – use of bi-lingual dictionary to look up clothes’ words.**  **5.13** Can recognise and use the main dictionary codes for nouns.  Can appreciate that there may be more than one entry for each word, e.g. **All statements apply to Unit 17 lesson 3 – words in song about Spring.** |
| Write words and phrases from memory | **5.14** Can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling, **e.g. Unit 15 lesson 4 – worksheet on directions.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **5.15** Can change a range of single elements in sentences to create new sentences (e.g. change the noun or adjective or verb or qualifier), **e.g Unit 16 lesson 6 – adapting a poem.** |
| Understand basic grammar, including gender of nouns, definite and indefinite articles, singular and plural forms of nouns,  adjectives (place and agreement),  conjugation of key verbs (and making verbs negative),  connectives and qualifiers, adverbs of time, prepositions of place; how to apply these to build sentences and to explore how they differ or are similar to English. | **5.16** Can use the definite article with verbs of like / dislike, **e.g. Unit 13 lesson 1 – food likes.**  **5.17** Understand and can use devices to make verb forms negative, **e.g. Unit 15 lesson 6 - Me gusta/no me gusta mi ciudad…**  **5.18** Are showing some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English,  **e.g. Unit 13 lesson 1 Me gusta el arroz/Me gustan las salchichas**  **5.19** Can use 1st, 2nd 3rd persons of several regular verbs in the present tense (with the support of a frame), **e.g.** **Unit 14 lesson 2 - ¿Tocas un instrumento?/Toco el saxofón, Unit 16 lesson 4 - El niño nada.**  **5.20** Can use the days of the week in sentence formation, with sequencers e.g. después, luego, **e.g** Unit |