**Examples of activities from S.O.W. to meet end of year objectives – Year 6**

|  |  |
| --- | --- |
| **KS2 Programme of Study objectives. Pupils should be taught to:** | **By end of year 6 pupils:** |
| Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.  | **6.1** Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly, **e.g. Unit 21 lesson 3 – customer/waiter dialogue.****6.2** Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material, **e.g. Unit 21 lesson 6 – actions for recipe action instructions.** |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | **6.3** Can write individual words accurately, building them from written syllables, **e.g. Unit 20 lesson 2 – dictation activity with verb word cards.****6.4** Can write individual words from his/her oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated, **e.g. e.g Unit 19 lesson 4 – writing names of continents.** |
| Engage in conversations; ask and answer questions;express opinions and respond to those of others | **6.5** Can ask simple questions on a few very familiar topics, including expressing opinions and responding to those of others, **e.g. Unit 22 lesson 5 – interviewing a partner.****6.6** Can answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others, **e.g. Unit 22 lesson 5 – interviewing a partner.** |
| Seek clarification and help  | **6.7** Can use a repertoire of classroom language with teacher and peers, **e.g. A mí me toca. All units and lessons.** |
| Speak in sentences, using familiar vocabulary, phrases and basic language structuresPresent ideas and information orally to a range of audiences | **6.8** Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation, **e.g Unit 22 lesson 2 – using adjectives in a sentence to describe opinions of sections in a newspaper.** |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **6.9** Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge, **e.g. Unit 20 lesson 1 – past tense (preterite) verb practice in power point and role play.** |
| Read carefully and show understanding of words, phrases and simple writing | **6.10** Can understand a short text made up of short sentences with familiar language on a familiar topic, **e.g. Unit 19 lesson 8 – descriptions of rivers.** |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. | **6.11** Can spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning, **e.g. Unit 20 lesson 2 – understanding slide 4 of power point story.** |
| Use a dictionary | **6.12** Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words,**e.g. Unit 20 lesson 3 – use of glossary that indicates word class.****6.13** Can appreciate that Spanish words do not always have a direct equivalent in English, **e.g. Unit 21 lesson 1 – patatas bravas (menus).** |
| Write words and phrases from memory | **6.14** Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling, **e.g. Unit 21 lesson 5 – writing a role play dialogue.** |
| Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing | **6.15** Can write sentences on a few topics using e.g. a model, a writing frame, sentence starters, **e.g. Unit 19 lesson 8 – writing a description of a river based on a model.** |
| 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. | **6.16** Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences, **e.g. Unit 22 lesson 5 – interview with a partner.****6.17** Can use correct gender articles, demonstrating knowledge of thepatterns learnt, with admissible frequent errors and omissions in independent use, **e.g. Unit 20 lesson 4 – text from slide 6 onwards in power point of story.****6.18** Can use correct articles for singular and plural, demonstrating knowledge of the patterns learnt, with admissible frequent errors and omissions in independent use, **e.g. Unit 22 lesson 2 – newspaper headings.****6.19** Can use the verbs ‘to be’ and ‘to have’ in several different contexts, still with some errors, **e.g. Unit 19 lesson 7 – differentiation between ‘estar’ and ‘ser’ verbs re description of continents and location of rivers.****6.20** Can use subordinating connectives, e.g. ‘because’, **e.g. Unit 22 lesson 4 – porque** |