

Express and develop increasing accuracy,
ideas clearly and with increasing accuracy, orally
Initiate and develop conversations, coping with unfamiliar
language and
unexpected
responses, making use
of important social
conventions such as
formal modes of
address
both orally and in
writing

|  | in their use of regular \& irregular present tense verbs as well as the concept of nouns \& different genders. This topic area focuses on sequencing \& time markers so that pupils start to structure work in a logical way. It also expands upon their ability to express \& justify opinions when talking about school subjects through using different justification words. | are able to grasp the more complex grammatical concepts. They have already met the concept of nouns \& genders \& adjectives separately but are now linguistically capable of combining the two. This will then help them with their further development of German. | different from our literacy patterns in English. Studies have shown that grammar acquisition is lof the later skills that pupils develop so we wait until we are confident that they have both the literacy \& language levels in which to tackle this topic. | very adept at working in the present tense including time phrases, connectives, opinions \& justification phrases as well as being able to talk about themselves as well as other people. This topic area expands upon their core knowledge of vocabulary \& structures. | talk about mood \& feelings, rather than just opinions \& they will be able to talk how other people feel as well as themselves. | identify \& categorise nouns using the definite \& indefinite article. They also understand the concept of nominative \& accusative cases \& can use their knowledge of adjectival agreements in a broader context. This topic also draws on their ability to recall \& effectively use the perfect tense through structures such as "I have broken my..." |
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| Skills \& |  |  | Trying to grasp higher level concepts \& understanding complicated grammar points. |  |  |  |
| Characteristics | Reading \& listening to challenging texts and decoding meaning. | Group work and speaking and listening activities. |  |  |  |  |
|  | Staying Positive- acting on feedback given by both teachers \& peers. | Demonstrating leadership in group work tasks |  |  |  |  |
|  | Using assessment to make progress Reflection lessons. Learning from their mistakes. | Questioning, feedback and role plays. <br> Think, pair, share | Reading \& listening to challenging texts and decoding meaning. <br> Staying Positive- acting on feedback given by both teachers \& peers. |  |  |  |
|  | Pupils are developing their own writing style | Communicating ideas effectively and succinctly with clarity of meaning. | Using assessment to make progress Reflection lessons. Learning from their mistakes |  |  |  |
|  | Producing written \& spoken work using connectives \& opinion phrases \& not being | Extending sentences including connectives \& opinion phrases. |  |  |  |  |


|  |  |  |  |  | technology \& media cannot be escaped. |  |
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