

Key Assessment Criteria: *Being a speaker*

A year 1 speaker	A year 2 speaker	A year 3 speaker
<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I can re-tell a well known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group. • I join in with role play. 	<ul style="list-style-type: none"> • I can ask question to get more information and clarify meaning. • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of people I am speaking to by adapting the way I talk. • I understand how to speak for different purposes and audiences (beginning). • I can perform a simple poem from memory. 	<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make relevant comments. • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate.

Key Assessment Criteria: *Being a reader*

A year 3 reader	
<p>Word reading</p> <ul style="list-style-type: none"> • I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<p>Comprehension</p> <ul style="list-style-type: none"> • I read a range of fiction, poetry, plays, and non-fiction texts. • I can discuss the texts that I read. • I can read aloud and independently, taking turns and listening to others. • I can explain how non-fiction books are structured in different ways and can use them effectively. • I can explain some of the different types of fiction books. • I can ask relevant questions to get a better understanding of a text. • I can predict what might happen based on details I have. • I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions. • I can use a dictionary to check the meaning of unfamiliar words. • I can identify the main point of a text. • I can explain how structure and presentation contribute to the meaning of texts. • I can use non-fiction texts to retrieve information. • I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Key Assessment Criteria: *Being a writer*

A year 3 writer

Transcription

Spelling

- I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- I recognise and spell homophones.
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can spell words correctly which are in a family.
- I can spell the commonly mis-spelt words from the Y3/4 word list.
- I can identify the root in longer words.

Handwriting

- I use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

Composition

- I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.
- I can compose sentences using a wider range of structures.
- I can write a narrative with a clear structure, setting, characters and plot.
- I can write non-narrative using simple organisational devices such as headings and sub-headings.
- I can suggest improvements to my own writing and that of others.
- I can make improvements to grammar, vocabulary and punctuation.
- I use a range of sentences with more than one clause by using a range of conjunctions.
- I use the perfect form of verbs to mark the relationship of time and cause.
- I can proof-read to check for errors in spelling and punctuation.

Grammar and punctuation

Sentence structure

- I can express time, place and cause by using conjunctions, adverbs and prepositions.

Text structure

- I am starting to use paragraphs.
- I can use headings and sub headings.
- I can use the present perfect form of verbs instead of the simple past.

Punctuation

- I can use inverted commas to punctuate direct speech.

Key Assessment Criteria: Being a mathematician (full version)

A year 3 mathematician

Number, place value, approximation and estimation/rounding

- I can count from 0 in multiples of 4, 8, 50 and 100.
- I can compare and order numbers up to 1,000.
- I can read and write numbers to 1,000 in numerals and words.
- I can find 10 or 100 more or less than a given number.
- I can recognise the place value of each digit in a 3-digit number.
- I can identify, represent and estimate numbers using different representations.
- I can solve number problems and practical problems using above.

Calculations

- I can add and subtract mentally, including:
 - A 3-digit number and ones
 - A 3-digit number and tens
 - A 3-digit number and hundreds
- I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- I can estimate the answer to a calculation and use inverse operation to check answers.
- I can solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- I can recall and use multiplication and division facts for the 3, 4 and 8x tables.
- I can write and calculate mathematical statements for multiplication and division using the multiplication tables, including for 2-digit numbers, using mental and progressing to formal written methods.
- I can solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions, decimals and percentages

- I can count up and down in tenths.
- I recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10.
- I recognise and can find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- I can compare and order unit fractions and fractions with the same denominators.
- I can add and subtract fractions with the same denominator within one whole.
- I can solve problems involving the above.

Measurement

- I can compare lengths using m, cm & mm.
- I can compare mass using kg & g.
- I can compare volume/capacity using l & ml.
- I can measure lengths using m, cm & mm.
- I can measure mass using kg & g.
- I can measure volume/capacity using l & ml.
- I can add and subtract lengths using m, cm & mm.
- I can add and subtract mass using kg & g.
- I can add and subtract volume/capacity using l & ml.
- I can tell and write the time from an analogue clock (12 hour clock).
- I can tell and write the time from an analogue clock (24 hour clock).
- I can tell and write the time from an analogue clock (Roman numerals).
- I can estimate and read time with increasing accuracy to the nearest minute.
- I can record and compare time in terms of seconds, minutes and hours.
- I can use the following vocabulary: o'clock, am, pm, morning, afternoon, noon & midnight.
- I know the number of seconds in a minute.
- I know the number of days in each month, year and leap year.
- I can compare the duration of events.
- I can measure the perimeter of simple 2D shapes.
- I can add and subtract amounts of money to give change, using both £ and p in a practical context.

Geometry – properties of shapes

- I can identify horizontal, vertical lines and pairs of perpendicular and parallel lines.
- I can draw 2D shapes.
- I can make 3D shapes using modelling materials.
- I recognise 3D shapes in different orientations and describe them.
- I recognise that angles are a property of shape or a description of a turn.
- I can identify right angles.
- I recognise that two right angles make a half-turn & three make a three quarter turn.
- I can identify whether angles are greater than or less than a right angle.

Statistics

- I can interpret and present data using bar charts, pictograms and tables.
- I can solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 3 mathematician	
<p>Number</p> <ul style="list-style-type: none"> • I can compare and order numbers to 1000 and read and write numbers to 1000 in numerals and words. • I can count from 0 in multiples of 4, 8, 50 and 100. • I can recognise the value of each digit in a 3-digit number. • I understand and can count in tenths, and find the fractional value of a given set. • I can add and subtract fractions with a common denominator. • I can derive and recall multiplication facts for 3, 4 and 8x tables. • I can add and subtract mentally combinations of 1-digit and 2-digit numbers. • I can add and subtract numbers with up to 3-digits using formal written methods. • I can write and calculate mathematical statements for multiplication and division using the 2x, 3x, 4x, 5x, 8x and 10x tables. • I can calculate 2-digit x 1-digit. • I can solve number problems using one and two step problems 	<p>Measurement, geometry and statistics</p> <ul style="list-style-type: none"> • I can identify right angles and can compare other angles stating whether they are greater or smaller than a right angle. • I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • I can tell the time to the nearest minute and use specific vocabulary, including seconds, am & pm. • I can measure, compare, add and subtract using common metric measures. • I can solve one and two step problems using information presented in scaled bar charts, pictograms and tables.

Key Assessment Criteria: *Being a scientist*

A year 3 scientist			
<p>Working scientifically (Y3 and Y4)</p> <ul style="list-style-type: none"> I can ask relevant scientific questions. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things. I can set up a fair test and explain why it is fair. I can make careful and accurate observations, including the use of standard units. I can use equipment, including thermometers and data loggers to make measurements. I can gather, record, classify and present data in different ways to answer scientific questions. I can use diagrams, keys, bar charts and tables; using scientific language. I can use findings to report in different ways, including oral and written explanations, presentation. I can draw conclusions and suggest improvements. I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry. 	<p>Biology</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> I can describe the function of different parts of flowering plants and trees. I can explore and describe the needs of different plants for survival. I can explore and describe how water is transported within plants. I can describe the plant life cycle, especially the importance of flowers. <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> I can explain the importance of a nutritious, balanced diet. I can explain how nutrients, water and oxygen are transported within animals and humans. I can describe and explain the skeletal system of a human. I can describe and explain the muscular system of a human. I can describe the purpose of the skeleton in humans and animals. 	<p>Chemistry</p> <p><u>Rocks</u></p> <ul style="list-style-type: none"> I can compare and group rocks based on their appearance and physical properties, giving a reason. I can describe how fossils are formed. I can describe how soil is made. I can describe and explain the difference between sedimentary and igneous rock. 	<p>Physics</p> <p><u>Light</u></p> <ul style="list-style-type: none"> I can describe what dark is (the absence of light). I can explain that light is needed in order to see. I can explain that light is reflected from a surface. I can explain and demonstrate how a shadow is formed. I can explore shadow size and explain. I can explain the danger of direct sunlight and describe how to keep protected. <p><u>Forces and magnets</u></p> <ul style="list-style-type: none"> I can explore and describe how objects move on different surfaces. I can explain how some forces require contact and some do not, giving examples. I can explore and explain how objects attract and repel in relation to objects and other magnets. I can predict whether objects will be magnetic and carry out an enquiry to test this out. I can describe how magnets work. I can predict whether magnets will attract or repel and give a reason.

Key Assessment Criteria: *Being an historian*

A year 1 historian	A year 2 historian	A year 3 historian
<ul style="list-style-type: none"> • I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can explain how I have changed since I was born. • I can explain how some people have helped us to have better lives. • I can ask and answer questions about old and new objects. • I can spot old and new things in a picture. • I can explain what an object from the past might have been used for. 	<ul style="list-style-type: none"> • I can use words and phrases like: before, after, past, present, then and now. • I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. • I can give examples of things that were different when my grandparents were children. • I can find out things about the past by talking to an older person. • I can answer questions using books and the internet. • I can research the life of a famous person from the past using different sources of evidence. 	<ul style="list-style-type: none"> • I can describe events from the past using dates when things happened. • I can use a timeline within a specific period of history to set out the order that things may have happened. • I can use my mathematical knowledge to work out how long ago events happened. • I can explain some of the times when Britain has been invaded. • I can use research skills to find answers to specific historical questions. • I can research in order to find similarities and differences between two or more periods of history.

Key Assessment Criteria: *Being a geographer*

A year 1 geographer	A year 2 geographer	A year 3 geographer
<ul style="list-style-type: none"> • I can keep a weather chart and answer questions about the weather. • I can explain where I live and tell someone my address. • I can explain some of the main things that are in hot and cold places. • I can explain the clothes that I would wear in hot and cold places. • I can explain how the weather changes throughout the year and name the seasons. • I can name the four countries in the United Kingdom and locate them on a map. • I can name some of the main towns and cities in the United Kingdom. 	<ul style="list-style-type: none"> • I can say what I like and do not like about the place I live in. • I can say what I like and do not like about a different place. • I can describe a place outside Europe using geographical words. • I can describe some of the features of an island. • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. • I can explain how jobs may be different in other locations. • I can explain how an area has been spoilt or improved and give my reasons. • I can explain the facilities that a village, town and city may need and give reasons. • I can name the continents of the world and locate them on a map. • I can name the world oceans and locate them on a map. • I can name the capital cities of England, Wales, Scotland and Ireland. • I can find where I live on a map of the United Kingdom. 	<ul style="list-style-type: none"> • I can use the correct geographical words to describe a place. • I can use some basic Ordnance Survey map symbols. • I can use grid references on a map. • I can use an atlas by using the index to find places. • I can describe how volcanoes are created. • I can locate and name some of the world's most famous volcanoes. • I can describe how earthquakes are created. • I can name a number of countries in the northern hemisphere. • I can name and locate the capital cities of neighbouring European countries.



Key Assessment Criteria: *Being an artist*

A year 1 artist	A year 2 artist	A year 3 artist
<ul style="list-style-type: none">• I can show how people feel in paintings and drawings.• I can create moods in art work.• I can use pencils to create lines of different thickness in drawings.• I can name the primary and secondary colours.• I can create a repeating pattern in print.• I can cut, roll and coil materials.• I can use IT to create a picture.• I can describe what I can see and give an opinion about the work of an artist.• I can ask questions about a piece of art.	<ul style="list-style-type: none">• I can choose and use three different grades of pencil when drawing.• I can use charcoal, pencil and pastel to create art.• I can use a viewfinder to focus on a specific part of an artefact before drawing it.• I can mix paint to create all the secondary colours.• I can create brown with paint.• I can create tints with paint by adding white.• I can create tones with paint by adding black.• I can create a printed piece of art by pressing, rolling, rubbing and stamping.• I can make a clay pot.• I can join two clay finger pots together.• I can use different effects within an IT paint package.• I can suggest how artists have used colour, pattern and shape.• I can create a piece of art in response to the work of another artist.	<ul style="list-style-type: none">• I can show facial expressions in my art.• I can use sketches to produce a final piece of art.• I can use different grades of pencil to shade and to show different tones and textures.• I can create a background using a wash.• I can use a range of brushes to create different effects in painting.• I can identify the techniques used by different artists.• I can use digital images and combine with other media in my art.• I can use IT to create art which includes my own work and that of others.• I can compare the work of different artists.• I recognise when art is from different cultures.• I recognise when art is from different historical periods.

Key Assessment Criteria: *Being a designer*

A year 1 designer	A year 2 designer	A year 3 designer
<ul style="list-style-type: none"> • I can use my own ideas to make something. • I can describe how something works. • I can cut food safely. • I can make a product which moves. • I can make my model stronger. • I can explain to someone else how I want to make my product. • I can choose appropriate resources and tools. • I can make a simple plan before making. 	<ul style="list-style-type: none"> • I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work. • I can explain why I have chosen specific textiles. • I can measure materials to use in a model or structure. • I can describe the ingredients I am using. 	<ul style="list-style-type: none"> • I can prove that my design meets some set criteria. • I can follow a step-by-step plan, choosing the right equipment and materials. • I can design a product and make sure that it looks attractive. • I can choose a textile for both its suitability and its appearance. • I can select the most appropriate tools and techniques for a given task. • I can make a product which uses both electrical and mechanical components. • I can work accurately to measure, make cuts and make holes. • I can describe how food ingredients come together.

Key Assessment Criteria: *Being a musician*

A year 1 musician	A year 2 musician	A year 3 musician
<ul style="list-style-type: none"> • I can use my voice to speak, sing and chant. • I can use instruments to perform. • I can clap short rhythmic patterns. • I can make different sounds with my voice and with instruments. • I can repeat short rhythmic and melodic patterns. • I can make a sequence of sounds. • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can choose sounds to represent different things. • I can follow instructions about when to play and sing. 	<ul style="list-style-type: none"> • I can sing and follow a melody. • I can perform simple patterns and accompaniments keeping a steady pulse. • I can play simple rhythmic patterns on an instrument. • I can sing or clap increasing and decreasing tempo. • I can order sounds to create a beginning, middle and an end. • I can create music in response to different starting points. • I can choose sounds which create an effect. • I can use symbols to represent sounds. • I can make connections between notations and musical sounds. • I can listen out for particular things when listening to music. • I can improve my own work. 	<ul style="list-style-type: none"> • I can sing a tune with expression. • I can play clear notes on instruments. • I can use different elements in my composition. • I can create repeated patterns with different instruments. • I can compose melodies and songs. • I can create accompaniments for tunes. • I can combine different sounds to create a specific mood or feeling. • I can use musical words to describe a piece of music and compositions. • I can use musical words to describe what I like and do not like about a piece of music. • I can recognise the work of at least one famous composer. • I can improve my work; explaining how it has been improved.

Key Assessment Criteria: *Being a sports person*

A year 1 sports person	A year 2 sports person	A year 3 sports person
<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw underarm. • I can hit a ball with a bat. • I can move and stop safely. • I can throw and catch with both hands. • I can throw and kick in different ways. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can make my body curled, tense, stretched and relaxed. • I can control my body when travelling and balancing. • I can copy sequences and repeat them. • I can roll, curl, travel and balance in different ways. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can move to music. • I can copy dance moves. • I can perform my own dance moves. • I can make up a short dance. • I can move safely in a space. <p><u>General</u></p> <ul style="list-style-type: none"> • I can copy actions. • I can repeat actions and skills. • I can move with control and care. • I can use equipment safely. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can use hitting, kicking and/or rolling in a game. • I can decide the best space to be in during a game. • I can use one tactic in a game. • I can follow rules. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can plan and perform a sequence of movements. • I can improve my sequence based on feedback. • I can think of more than one way to create a sequence which follows some 'rules'. • I can work on my own and with a partner. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can change rhythm, speed, level and direction in my dance. • I can dance with control and coordination. • I can make a sequence by linking sections together. • I can use dance to show a mood or feeling. <p><u>General</u></p> <ul style="list-style-type: none"> • I can copy and remember actions. • I can talk about what is different from what I did and what someone else did. 	<p><u>Games</u></p> <ul style="list-style-type: none"> • I can throw and catch with control. • I am aware of space and use it to support team-mates and to cause problems for the opposition. • I know and use rules fairly. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • I can adapt sequences to suit different types of apparatus and criteria. • I can explain how strength and suppleness affect performance. • I can compare and contrast gymnastic sequences. <p><u>Dance</u></p> <ul style="list-style-type: none"> • I can improvise freely and translate ideas from a stimulus into movement. • I can share and create phrases with a partner and small group. • I can repeat, remember and perform phrases. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • I can run at fast, medium and slow speeds; changing speed and direction. • I can take part in a relay, remembering when to run and what to do. <p><u>Outdoor and adventurous</u></p> <ul style="list-style-type: none"> • I can follow a map in a familiar context. • I can use clues to follow a route. • I can follow a route safely.

Key Assessment Criteria: *Being a computer user*

A year 1 computer user	A year 2 computer user	A year 3 computer user
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can create a series of instructions. • I can plan a journey for a programmable toy. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can create digital content. • I can store digital content. • I can retrieve digital content. • I can use a web site. • I can use a camera. • I can record sound and play back. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I can use technology safely. • I can keep personal information private. 	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can use a range of instructions (e.g. direction, angles, turns). • I can test and amend a set of instructions. • I can find errors and amend. (debug) • I can write a simple program and test it. • I can predict what the outcome of a simple program will be (logical reasoning). • I understand that algorithms are used on digital devices. • I understand that programs require precise instructions. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can organise digital content. • I can retrieve and manipulate digital content. • I can navigate the web to complete simple searches. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I use technology respectfully. • I know where to go for help if I am concerned. • I know how technology is used in school and outside of school. 	<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can design a sequence of instructions, including directional instructions. • I can write programs that accomplish specific goals. • I can work with various forms of input. • I can work with various forms of output. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can use a range of software for similar purposes. • I can collect information. • I can design and create content. • I can present information. • I can search for information on the web in different ways. • I can manipulate and improve digital images. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I use technology respectfully and responsibly. • I know different ways I can get help if I am concerned. • I understand what computer networks do and how they provide multiple services. • I can discern where it is best to use technology and where it adds little or no value.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y3 and Y4

Knowledge and understanding

- I understand the need for rules to keep me safe when exchanging learning and ideas online.
- I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- I use strategies to verify information, e.g. cross-checking.
- I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- I understand that copyright exists on most digital images, video and recorded music.
- I understand the need to keep personal information and passwords private.
- I understand that if I make personal information available online it may be seen and used by others.
- I know how to respond if asked for personal information or feel unsafe about content of a message.
- I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- I know how to report an incident of cyber bullying.
- I know the difference between online communication tools used in school and those used at home.
- I understand the need to develop an alias for some public online use.
- I understand that the outcome of internet searches at home may be different than at school.

Skills

- I follow the school's safer internet rules.
- I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- I can identify when emails should not be opened and when an attachment may not be safe.
- I can explain and demonstrate how to use email safely.
- I can use different search engines.

Key Assessment Criteria: *Being an international speaker*

A year 1/2 international speaker	A year 3/4 international speaker	A year 5/6 international speaker
<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can join in with songs and rhymes. • I can respond to a simple command. • I can answer with a single word. • I can answer with a short phrase. • I can ask a question. • I can name people. • I can name places. • I can name objects. • I can use set phrases. • I can choose the right word to complete a phrase. • I can choose the right word to complete a short sentence. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand single words. • I can read and understand short phrases. • I can use simple dictionaries to find the meaning of words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write single words correctly. • I can label a picture. • I can copy a simple word or phrase. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can name and describe people. • I can name and describe a place. • I can name and describe an object. • I can have a short conversation saying 3-4 things. • I can give a response using a short phrase. • I am starting to speak in sentences. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can read and understand a short passage using familiar language. • I can explain the main points in a short passage. • I can read a passage independently. • I can use a bilingual dictionary or glossary to look up new words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write phrases from memory. • I can write 2-3 short sentences on a familiar topic. • I can say what I like/dislike about a familiar topic. 	<p><u>Spoken language</u></p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least 4 exchanges. • I can use my knowledge of grammar to speak correctly. <p><u>Reading</u></p> <ul style="list-style-type: none"> • I can understand a short story or factual text and note the main points. • I can use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words and phrases.