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ПРИНЯТО на педагогическом совете Протокол № <u>1</u> от « <u>29</u> » <u>08</u> 201 <u>8</u> г.	УТВЕРЖДАЮ Директор Детского сада ЧУ ДОО «Дискавери» «Discovery» А.Н. Ерочкина Приказ № _____ от « <u>29</u> » <u>08</u> 201 <u>8</u> г.
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ДОПОЛНИТЕЛЬНАЯ ПРОГРАММА ОБРАЗОВАНИЯ

АНГЛИЙСКИЙ ЯЗЫК

**ДОПОЛНИТЕЛЬНАЯ
ОБЩЕОБРАЗОВАТЕЛЬНАЯ
ПРОГРАММА
ДЛЯ МЛАДШЕЙ, СРЕДНЕЙ, СТАРШЕЙ И
ПОДГОТОВИТЕЛЬНОЙ ГРУПП**

2018 г.

Пояснительная записка

1. Статус программы

Программа конкретизирует содержание предметных тем образовательного стандарта, дает примерное распределение учебных часов по темам курса и рекомендует последовательность изучения тем и языкового материала с учетом логики учебного процесса, возрастных особенностей учащихся, межпредметных и внутри предметных связей.

Программа реализует следующие основные функции:

- информационно-методическую;
- организационно-планирующую;
- контролирующую.

Информационно-методическая функция позволяет всем участникам учебно-воспитательного процесса получить представление о целях, содержании, общей стратегии образования, воспитания и развития школьников средствами учебного предмета, о специфике каждого этапа обучения.

Организационно-планирующая функция предусматривает выделение этапов обучения, определение количественных и качественных характеристик учебного материала и уровня подготовки учащихся по иностранному языку на каждом этапе.

Контролирующая функция заключается в том, что программа, задавая требования к содержанию речи, коммуникативным умениям, к отбору языкового материала и к уровню обученности школьников на каждом этапе обучения, может служить основой для сравнения полученных в ходе контроля результатов.

Программа может служить ориентиром при тематическом планировании курса. Программа определяет инвариантную (обязательную) часть учебного курса, за пределами которого остается возможность выбора вариативной составляющей содержания образования. При этом авторы учебных программ и учебников могут предложить собственный подход в части структурирования учебного материала, определения последовательности изучения этого материала, а также путей формирования системы знаний, умений и способов деятельности, развития и социализации учащихся. Тем самым программа содействует сохранению единого образовательного пространства, не сковывая творческой инициативы учителей, предоставляет широкие возможности для реализации различных подходов к построению курса, в том числе с учетом особенностей регионов.

2. Структура документа

Программа включает три раздела: пояснительную записку; основное содержание; требования к уровню подготовки выпускников.

3. Общая характеристика учебного предмета «Иностранный язык»

Иностранный язык (в том числе английский) входит в общеобразовательную область «Филология». Язык является важнейшим средством общения, без которого невозможно существование и развитие человеческого общества. Происходящие сегодня изменения в общественных отношениях, средствах коммуникации (использование новых информационных технологий) требуют повышения коммуникативной компетенции школьников, совершенствования их филологической подготовки. Все это повышает статус предмета «иностранный язык» как общеобразовательной учебной дисциплины.

Основное назначение иностранного языка состоит в формировании коммуникативной компетенции, т.е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка.

Иностранный язык, как учебный предмет, характеризуется

- межпредметностью (содержанием речи на иностранном языке могут быть сведения из разных областей знания, например, литературы, искусства, истории, географии, математики и др.);
- многоуровневостью (с одной стороны необходимо овладение различными языковыми средствами, соотносящимися с аспектами языка: лексическим, грамматическим, фонетическим, с другой - умениями в четырех видах речевой деятельности);
- полифункциональностью (может выступать как цель обучения и как средство приобретения сведений в самых различных областях знания).

Являясь существенным элементом культуры народа – носителя данного языка и средством передачи ее другим, иностранный язык способствует формированию у школьников целостной картины мира. Владение иностранным языком повышает уровень гуманитарного образования школьников, способствует формированию личности и ее социальной адаптации к условиям постоянно меняющегося поликультурного, полиязычного мира.

Иностранный язык расширяет лингвистический кругозор учащихся, способствует формированию культуры общения, содействует общему речевому развитию учащихся.

Программа нацелена на реализацию личностно-ориентированного, коммуникативно-когнитивного, социокультурного и деятельностного подходов к обучению иностранному языку (в том числе английскому).

В качестве интегративной цели обучения рассматривается формирование иноязычной коммуникативной компетенции, то есть способности и реальной готовности учеников осуществлять иноязычное общения и добиваться взаимопонимания с носителями иностранного языка, а также развитие и воспитание учеников средствами учебного предмета.

Личностно-ориентированный подход, ставящий в центр учебно-воспитательного процесса личность ученика, учет его способностей, возможностей и склонностей, предполагает особый акцент на социокультурной составляющей иноязычной коммуникативной компетенции. Это должно обеспечить культуроведческую направленность обучения, приобщение учеников к культуре страны/стран изучаемого языка, лучшее осознание культуры своей собственной страны, умение ее представить средствами иностранного языка.

4. Цели обучения английскому языку

Изучение иностранного языка в целом и английского в частности на базовом уровне направлено на достижение следующих **целей**:

дальнейшее развитие иноязычной коммуникативной компетенции (речевой, языковой, социокультурной, компенсаторной, учебно-познавательной);
речевая компетенция – совершенствование коммуникативных умений
умений планировать свое речевое и неречевое поведение;

языковая компетенция – овладение новыми языковыми средствами в соответствии с отобранными темами и сферами общения: увеличение объема используемых лексических единиц; развитие навыков оперирования языковыми единицами в коммуникативных целях;

социокультурная компетенция – увеличение объема знаний о социокультурной специфике страны/стран изучаемого языка, совершенствование умений строить свое речевое и неречевое поведение адекватно этой специфике;

компенсаторная компетенция – дальнейшее развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче иноязычной информации;

учебно-познавательная компетенция – развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания;

развитие и воспитание способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью, использованию иностранного языка в других областях знаний; способности к самооценке через наблюдение за собственной речью на родном и иностранном языках.

5. Место предмета иностранный язык в базисном учебном плане

Программа рассчитана на 62 учебных часа для младшей и средней группы и 124 часа для старшей и подготовительной групп. При этом в ней предусмотрен резерв свободного времени в размере 10% от общего объема часов для реализации авторских подходов, использования разнообразных форм организации учебного процесса, внедрения современных педагогических технологий.

6. Общеучебные умения, навыки и способы деятельности

Программа предусматривает развитие у учащихся учебных умений, связанных с самостоятельным применением знаний, умением применять необходимые лексические единицы в ситуациях общения.

7. Результаты обучения

Результаты обучения английскому языку изложены в разделе «Требования к уровню подготовки». Требования направлены на реализацию деятельностного, личностно-ориентированного, коммуникативно-когнитивного и социокультурного подходов; освоение учащимися интеллектуальной и практической деятельности; овладение знаниями и умениями, востребованными в повседневной жизни.

Рубрика «Знать/понимать» включает требования к учебному материалу, который усваивают и воспроизводят учащиеся.

Рубрика «Уметь» включает требования, основанные на более сложных видах деятельности, в том числе творческой: расспрашивать, объяснять, изучать, описывать, сравнивать, делать краткие сообщения на английском языке.

ОСНОВНОЕ СОДЕРЖАНИЕ

62 учебных часа для младшей и средней группы и 124 часа для старшей и подготовительной групп

ПРЕДМЕТНОЕ СОДЕРЖАНИЕ РЕЧИ

Социально-бытовая сфера. Повседневная жизнь и члены семьи, общение в семье и в детском саду, межличностные отношения с друзьями и знакомыми. Предметы быта, продукты питания, здоровье и забота о нем.

Окружающая среда. Современный мир вокруг ребенка. Игрушки, одежда, домашние и дикие животные, школьные принадлежности, погода, отдых, путешествия и увлечения, досуг.

РЕЧЕВЫЕ УМЕНИЯ

Говорение

Диалогическая речь

Совершенствование умений участвовать в диалогах этикетного характера, диалогах-расспросах, диалогах-побуждениях к действию, диалогах-обменах информацией, а также в диалогах смешанного типа, включающих элементы разных типов диалогов на основе новой тематики, в ситуациях повседневного общения.

Развитие умений:

- участвовать в беседе/дискуссии на знакомую тему,
- осуществлять запрос информации,
- обращаться за разъяснениями,
- выражать свое отношение к высказыванию партнера

Монологическая речь

Совершенствование умений устно выступать с сообщениями в связи с увиденным или прочитанным, по результатам работы над иноязычным проектом.

Развитие умений:

- делать сообщения, содержащие наиболее важную информацию по теме/проблеме;
- кратко передавать содержание полученной информации;
- рассказывать о себе, своем окружении, своих планах.

Объем монологического высказывания 5-7 фраз.

Аудирование

Дальнейшее развитие понимания на слух

- понимания основного содержания несложных звучащих текстов монологического и диалогического характера в рамках изучаемых тем;
- относительно полного понимания высказываний собеседника в наиболее распространенных стандартных ситуациях повседневного общения.

Фонетическая сторона речи

Совершенствование слухо-произносительных навыков, в том числе применительно к новому языковому материалу, навыков правильного произношения; соблюдение ударения и интонации в английских словах и фразах; ритмико-интонационных навыков оформления различных типов предложений.

Лексическая сторона речи

Систематизация лексических единиц; овладение лексическими средствами, обслуживающими новые темы, проблемы и ситуации устного общения. Лексический минимум составляет 200-300 слов.

ТРЕБОВАНИЯ К УРОВНЮ ПОДГОТОВКИ

В результате изучения иностранного языка на базовом уровне ученик должен

знать/понимать

- значения новых лексических единиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, в том числе оценочной лексики,

уметь

говорение

- беседовать о себе, своих увлечениях;
- рассказывать о своем окружении, рассуждать в рамках изученной тематики и проблематики;
- использовать приобретенные знания и умения в практической деятельности и повседневной жизни

аудирование

понимать основное содержание и извлекать необходимую информацию из различных аудио- и видеотекстов, соответствующих тематике данной ступени обучения.

МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ

- аудио-, видеозаписи, презентации;
- творческие карточки для развития логики, внимания, памяти, подготовки руки к письму;
- дидактический материал;
- наглядный материал;
- игрушки;
- материалы и инструменты для выполнения конкретных практических работ.

**СИСТЕМА МОНИТОРИНГА ДОСТИЖЕНИЯ ДЕТЬМИ
ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОСВОЕНИЯ ДОПОЛНИТЕЛЬНОЙ ПРО-
ГРАММЫ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ**

Чтобы убедиться в прочности знаний и умений, эффективности обучения по данной программе, проводятся 2 вида контроля:

- *промежуточный контроль* – в начале года;
- *итоговый контроль* - май текущего учебного года

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ МЛАДШЕЙ ГРУППЫ NURSERY

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Communication, language and literacy development	Result
Initiates communication with others thereby displaying greater confidence in informal contexts.	
Is able to maintain attention during formal lessons.	
Is able to sit quietly focused during formal lessons.	
Shows an understanding of the letters and their associated sounds (s, a, t, l, p, n, c, k, d, e, h) from the first two groups of Jolly Phonics.	
Can pronounce the sounds for groups 1 and 2 from Jolly Phonics and do the actions associated with them.	
Listens with enjoyment to stories, songs rhymes and poems.	
Is able to respond to simple questions showing understanding (for e.g. ‘how old are you?’, ‘what is your name?’, ‘how are you?’).	
Is able to understand and follow simple instructions.	
Listens and responds to teachers and other students.	

Communication, language and literacy development	Result
Is attempting to extend English vocabulary by using simple English words.	
Comments:	

Handwriting	Result
Holds the pencil correctly when writing and colouring-in.	
Pencil control is adequate for age level when writing and colouring-in.	
Understands that writing takes place from left to right.	
Is able to apply the correct handwriting techniques, which focus on correct starting and finishing points, as taught in class.	
Experiments with making marks and ascribes a meaning to those marks.	
Comments:	

English as a second language	Result
Is able to retain new vocabulary taught, that relates to the weekly class topics.	
Learns and understands new concepts through games with the help of visual support such as puppets, small toys, soft toys and verbal and non-verbal clues.	
Shows an understanding of simple action verbs such as throw, catch etc.	
Shows an understanding of everyday nouns such as apple, chair etc.	
Shows an understanding of survival language phrases and myself language phrases.	
Is developing social language through various games and interaction with classmates.	
Comments:	

UNDERSTANDING OF THE WORLD

Knowledge and understanding of the world	Result
Is able to understand and execute the teacher's instructions.	
Can select and manipulate objects and materials.	
Recognises and enjoys cultural and significant personal events such as birthdays.	
Can identify and name selected body parts.	
Can name the members of their family.	
Is able to identify where objects should be placed in a house or in the classroom.	
Comments:	

ИТОГОВЫЙ КОНТРОЛЬ МЛАДШЕЙ ГРУППЫ NURSERY

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Communication, language and literacy development	Result
Attempts to communicate using words, assisted by gestures including body language and facial expression.	
Uses simple English words to express needs	
Attempts to form basic phrases of their own accord	
Is able to name objects in the classroom	
Learns through songs, poems and hand gestures	
Recognises letters in own first name, through reading and listening	
Listens with enjoyment to stories, songs rhymes and poems	
Is able to understand and follow simple instructions	
Draws pictures to express ideas or tell stories	

Communication, language and literacy development		Result
Attempts to explain what they see in a picture		
Matches a letter with the beginning sound of a word, for example: matches the letter 's' with a picture of a snake		
Shows interest in reading and being read to		
Holds a book and turns pages correctly and in order		
Shows an understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting the right picture		
Shows an understanding of letters and their sounds		
Set 1: s, a, t, p Set 2: i, n, m, b Set 3: g, o, c, k Set 4: e, u, r Set 5: h, b, f, l Set 6: j, v, w, x Set 7: y, z	Does not know the following sounds	
Comments:		

Handwriting	Result
Holds pencil correctly, between thumb and two fingers, no longer using whole-hand grasp	
Pencil control is adequate for age level when writing and colouring-in	
Has a preferred hand, hand dominance is developing	
Is able to draw a representational picture of themselves	
Is able to trace over letters	
Attempts to copy letters, e.g. letters from their name	
Is able to apply the correct handwriting techniques, which focus on correct starting and finishing points, as taught in class	
Comments:	

Global English/English as a second language	Result
Participates eagerly and successfully in games aimed at learning, recognising, and reviewing new topic vocabulary	
Solves communicative tasks: uses simple phrases and short sentences to communicate their own feelings and actions of others to the teacher	
Is able to recall new vocabulary taught, that relates to the weekly class topics	
Learns and understands new concepts through games with the help of visual support such as puppets, small toys, soft toys and verbal and non-verbal clues	
Shows an understanding of everyday nouns and simple action verbs	

Global English/English as a second language	Result
Is developing social language through various hands-on activities and interaction with classmates	
Comments:	

SCIENCE/UNDERSTANDING OF THE WORLD

	Result
Explores and selects materials and equipment and uses skills such as cutting, joining, folding and building for a variety of purposes	
Explores and recognises features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change	
Recognises themselves and familiar people in pictures/stories and shows knowledge of daily routines	
Begins to sort objects into simple categories: sky, land, water	
Can talk about some of the things they have observed such as plants, animals, natural and found objects	
Is able to name the four seasons of the year	
Is able to recite the days of the week	
Comments:	

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ СРЕДНЕЙ ГРУППЫ RECEPTION

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Communication, language and literacy development	Result
Can pronounce the sounds for groups 1,2 and 3 in Jolly Phonics and do the actions associated with them.	
Can segment the sounds in simple vowel-consonant (VC) words and blend them together.	
Listens with enjoyment to stories, songs rhymes and poems.	
Is able to respond to simple questions showing understanding (for e.g. 'how old are you?', 'what is your name?', 'how are you?').	
Is able to understand and follow simple instructions.	
Is able to repeat basic phrases.	
Is able to form basic phrase of their own accord.	
Can recognise and use correct greeting at different times of the day.	
Comments:	

Handwriting	Result
Holds the pencil correctly when writing and colouring-in.	
Pencil control is adequate for age level when writing and colouring-in.	
Understands that writing takes place from left to right.	
Is able to apply the correct handwriting techniques, which focus on correct starting and finishing points, as taught in class	

Handwriting	Result
Comments:	

Global English/English as a second language	Result
Is able to repeat simple, full sentences.	
Is able to answer questions such as “do you like...?”, “what do you see?” and “what did you eat?”	
Is able to identify and describe certain traits in someone/something for example – ex “he/she is beautiful”, “you are tall”, etc.	
Comments:	

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SCIENCE/UNDERSTANDING OF THE WORLD

Science knowledge and understanding of the world	Result
Is able to describe the weather.	
Is able to identify selected colours through selection and by naming them.	
Is able to name the four seasons of the year.	
Is able to recite the days of the week.	
Can name the members of their family.	
Comments:	

ИТОГОВОЙ КОНТРОЛЬ СРЕДНЕЙ ГРУППЫ RECEPTION

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Communication, language and literacy development	Result
Attempts to communicate using words, assisted by gestures including body language and facial expression.	
Is able to repeat basic phrases	
Attempts to form basic phrases of their own accord	
Uses simple grammatical structures to express needs	
Is able to understand and follow simple instructions	
Asks simple questions – Where? What?	
Initiates conversations, speaking and listening appropriately	
Uses speech to resolve disagreements	
Listens to nursery rhymes and stories, demonstrating increasing attention and recall	
Listens to others in a small group when conversation interests them	
Can pronounce the sounds for groups 1, 2, 3, 4, 5, 6 and 7 in Jolly Phonics and do the actions associated with them	
Comments:	

Reading	Result
Knows that print carries meaning, and in English, is read from left to right, and top to bottom	
Retells narratives in the correct sequence, drawing on language patterns of stories	
Shows interest in illustrations in books and the environment.	
Holds books the correct way up, and is able to turn pages.	
Understands the concept ‘word’ and ‘letter’	
Recognises some familiar words and enjoy an increasing range of books	
Attempts to read a range of familiar and common CVC and CV words, and simple sentences independently	
Attempts to blend using alphabetical letters and knowledge of phonics	
Attempts to read CVC and VC words	
Shows an understanding of reading and writing high-frequency and ‘tricky’ words	
Recognises and is able to write some of the sounds of the alphabet	
Is currently reading at the following ORT (Oxford Reading Tree) stage :	
ORT Stage 1 ORT Stage 1+	
Shows an understanding of letters and their sounds from Jolly phonics Set 1: s, a, t, i, p, n Set 2: ck, e, h, r, m, d Set 3: g, o, u, l, f, b Set 4: ai, j, oa, ie, ee, or Set 5: z, w, ng, v, oo, oo	Does not know the following sounds

Reading		Result
Set 6: y, x, ch, sh, th, th		
Set 7: qu, ou, oi, ue, er, ar		
Comments:		

Handwriting		Result
Uses one handed tools and equipment, like pencils, rulers, scissors		
Manipulates objects with increasing control		
Holds the pencil correctly when writing and colouring-in		
Consistently holds pencil in one hand, showing clear hand dominance		
Pencil control is adequate for age level when writing and colouring-in		
Understands that writing takes place from left to right		
Is able to apply the correct handwriting techniques, which focus on correct starting and finishing points, as taught in class		
Attempts forming recognisable letters independently		
Begins to use anti-clockwise movements, and retraces vertical lines		
Draws and paints, sometimes giving meaning to marks		
Represents some sounds correctly in writing		
Uses phonetic knowledge to write simple CVC and VC words, and makes phonetically plausible attempts at more complex words		
Attempts to write own name independently		
Comments:		

Global English/English as a second language		Result
Is able to describe an object or a person using different adjectives (colour, size, age, giving personal opinion (beautiful, ugly, nice, good, bad, awful)		
Is able to describe their own mood, condition, feelings and emotions (happy, sad, nervous, hot, cold, surprised, etc.)		
Is able to say what they can and can't do (I can swim, run, jump, skip, play the guitar, swim)		
Can recognise and use, in their speech, words connected with such topics as food, nature (mountain, hill, lake, river, etc.), places in the city (circus, cafe, cinema, hospital, etc.), clothes.		
Can recognise and name some city sights (Big Ben, Kremlin, Statue of Liberty, London Bridge, etc.)		
Comments:		

SCIENCE/UNDERSTANDING OF THE WORLD

Science knowledge and understanding of the world		Result
Understands and talks about day/night, the weather and the 4 seasons		
Knows the names of a wide range of body parts and movements		
Knows the names of family members, such as mother, father, brother, sister, grandmother, grandfather		

Science knowledge and understanding of the world	Result
Can describe and talk about family members	
Knows the names of a range of animals (plus their young), sea creatures and mini-beasts	
Knows where a range of animals can usually be found (farm/zoo/home/sea)	
Has an understanding of crops that are grown and the roles of animals on a farm and the wide range of food that derives from them	
Understands and communicates the processes involved in growing different types of plants (flowers/vegetables/fruit/herbs)	
Understands that living things (plants/animals/sea creatures/minibeasts) have basic requirements to sustain life (water/food)	
Identifies simple features of living things, man-made objects and events	
Can sort, recognise and name simple features of living things relating to similarities, differences, patterns and change	
Asks questions about why things happen and how things work	
Verbally communicates observations	
Uses information gained from observations to predict outcomes	
Is able to identify selected colours through selection and by naming them	
Is able to name the four seasons of the year	
Is able to describe the weather associated with each season by picture matching	
Is able to recite the days of the week	
Attempts to name the months of the year	
Comments:	

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ СТАРШЕЙ ГРУППЫ YEAR 1

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Speaking, listening and understanding	Result
Converse with friends, teachers and other adults.	
Contribute to discussion within a group.	
Take turns in speaking.	
Speak confidently to a group.	
Answer questions.	
Listen to others and respond appropriately.	
Listen carefully to questions and instructions.	
Comments:	

Reading	Result
Can understand main idea of simple texts	
Uses blending and segmentation strategies in order to read unfamiliar words.	
Use available information and logic to make sense of what is read	
Is attempting to read simple books independently	
Is attempting to give opinions about books	
Is attempting to identify and discuss characters	
Is able to anticipate what happens next in a story, either using sequencing cards or verbally	
Is able to read all 42 phonics as per the Jolly Phonics curriculum.	

Phase 2 phonics	The student is unable to read the following sounds	
Group 1: s, a, t, i, p, n		
Group 2: ck, e, u, r, m, d		
Group 3: g, o, u, l, f, b		
Phase 3 phonics	The student is unable to read the following sounds	
Group 4: ai, j, oa, ie, ee, or		
Group 5: z, w, ng, v, oo, oo		
Group 6: y, x, ch, sh, th, th		
Group 7: qu, ou, oi, ue, er, ar		
Is able to read Phase 2 tricky words	The student is unable to read the following words	
I, to, no, go, the, into		
The student is able to read an increasing number of high frequency and CVC words		
Comments:		

Handwriting and spelling	Result
Is developing a comfortable and efficient pencil grip	
Is able to form letters correctly	
Differentiation in size between upper and lowercase letters is becoming evident	
Letter size and spacing is correctly formed and orientated	
Is using drawings to aid with the telling of stories	
Is able to write simple, unknown words using the taught spelling strategies	
Can accurately reproduce the Phase 2 tricky words in a spelling test	
Can accurately reproduce the Phase 2 high frequency and CVC words in a spelling test	
Comments:	

Global English	Result
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Unit 1: Welcome to school	
Identify objects in classroom and other basic lexical items associated with school.	
Can recite the alphabet	
Can identify selected colours	
Is able to differentiate between simple singular and plural forms of words.	
Unit 2: Family time	
Can distinguish between words with a short 'a' sound and those that do not have this sound.	
Identify typical members of a family and say which words are male and which are female.	
Can read and write numbers up to 10	
Present simple, negatives, questions and short answers.	
Can differentiate between the typical members of a family	
Can identify which foods are good to eat for breakfast	
Comments:	

ИТОГОВЫЙ КОНТРОЛЬ СТАРШЕЙ ГРУППЫ YEAR 1

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Speaking, listening and understanding	Result
Converses with friends, teachers and other adults.	
Contributes to discussion within a group	
Takes turns in speaking	
Speaks confidently to a group	

Answers questions	
Learns and recites simple poems and/or songs	
Listens to others and responds appropriately	
Listens carefully to questions and instructions	
Comments:	

Reading		Result
Can understand the main idea of simple texts		
Enjoys listening to a range of books, giving opinions		
Identifies and discusses characters and dialogue		
Recognises story elements, e.g. beginning, middle and end		
Knows the parts of a book		
Anticipates what happens next in a story		
Is attempting to read simple books independently		
Can hear, read and write initial letter sounds		
Uses blending and segmentation strategies in order to read unfamiliar words		
Uses available information and logic to make sense of what is read		
Reads sight words covered this year competently and confidently		
Is able to read all 42 phonetics as per the Jolly Phonics curriculum		
Identifies separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'		
Attempts to use oral blending and segmentation to read words		
Phase 2 phonics	The student is unable to read the following sounds	
Group 1: s, a, t, i, p, n		
Group 2: ck, e, u, r, m, d		
Group 3: g, o, u, l, f, b		
Phase 3 phonics	The student is unable to read the following sounds	
Group 4: ai, j, oa, ie, ee, or		
Group 5: z, w, ng, v, oo, oo		
Group 6: y, x, ch, sh, th, th		
Group 7: qu, ou, oi, ue, er, ar		
Phase 4 phonics	The student is unable to read the following sounds	
igh, ur, ow, ear, air, ure		
Is able to read Phase 2 tricky words	The student is unable to read the following words	
I, to, no, go, the, into		
Is able to read Phase 3 tricky words	The student is unable to read the following words	
he, she, we, me, be, was, you, they, all, are, my, her		
Comments:		

Reading ORT stage		Result
Is currently reading at the following ORT (Oxford Reading Tree) stage :		
ORT Stage 1		
ORT Stage 1+		
ORT Stage 2		
ORT Stage 3		
Comments:		

Nelson grammar and spelling	Result
Nelson grammar	
Knows the alphabet and is able to sort words according to alphabetical order	
Can give naming words for simple items	
Can use adjectives to describe different items	
Is able to provide verbs to describe a demonstrated action	
Can make plurals by adding 's' or 'es'	
Has an understanding of proper nouns and the use of a capital letter	
Can add -ing to a word to give the simple present tense	
Understands that a sentence starts with a capital letter and ends with a full stop, question mark or exclamation mark	
Is demonstrating an understanding for the use of 'is' and 'are' in a sentence	
Can provide opposites for selected words	
Nelson Spelling	
Knows the short sounds for the vowels and can identify them in words	
Can recognise words with 'sh', 'th', 'ck', 'nk', 'ch', 'tch' in them	
Can add 'er' and 'est' to words to make superlative and comparative adjectives	
Knows the long sounds for the vowels and can identify them in words	
Can use matching strategies to select rhyming words from a selection of words addressing the sounds learned through the year	
Is able to use sorting strategies to identify which sound goes into which selection box	
Comments:	

Writing and spelling	Result
Has developed a comfortable and efficient pencil grip	

Is able to form letters correctly	
Differentiation in size between upper and lowercase letters is becoming evident	
Letter size and spacing is correctly formed and orientated	
Is using drawings to aid with the telling of stories	
Makes simple storybooks and information texts, with words to caption pictures.	
Is attempting to write simple sentences	
Is able to write simple, unknown words using the taught spelling strategies	
Can accurately reproduce the Phase 2 and Phase 3 tricky words in a spelling test	
Can accurately reproduce the Phase 2 and Phase 3 high frequency and CVC words in a spelling test	
Comments:	

Global English	Result
Unit 5: On the farm	
Has developed an understanding of the different life cycles of selected animals and plants	
Recognises the short 'i' sound in words, visually and by listening	
Unit 6: My five senses	
Knows the five senses	
Recognises the short 'o' sound in words, visually and by listening	
Attempts to use comparative adjectives to describe the differences between two items	
Unit 7: Let's go	
Recognises different ways in which people can move using transport	
Recognises the long 'e' sound, spelled as 'ee' sound in words, visually and by listening	
Can describe items using colour and shape	
Unit 8: Wonderful water	
Can identify and describe different weather conditions	
Understands the importance of water in daily lives	
Recognises the long 'a' sound spelled as 'ai' and 'ay' sound in words, visually and by listening	
Unit 9: City places	
Understands what to do at a traffic light	
Understands the difference between a city and the countryside	
Recognises the 'y' spelling sound in words, visually and by listening	
Can name opposites of selected words	
Is developing an understanding of when to use 'this' and when to use 'that'	
Comments:	

ПРОМЕЖУТОЧНЫЙ КОНТРОЛЬ ПОДГОТОВИТЕЛЬНОЙ ГРУППЫ YEAR 2

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Speaking, listening and understanding	Result
Converse with friends, teachers and other adults.	
Contribute to discussion within a group.	
Attempts to use full sentences when speaking.	
Take turns in speaking.	
Speak confidently to a group.	
Answer questions.	
Listens to others and respond appropriately.	
Listens carefully to questions and instructions.	
Comments:	

Reading	Result
Can understand main idea of simple texts	
Uses blending and segmentation strategies in order to read unfamiliar words.	
Uses available information, taught strategies and logic to make sense of what is read	
Is attempting to read simple books independently	
Is attempting to give opinions about books	
Is attempting to identify and discuss characters	
Is able to anticipate what happens next in a story, either using sequencing cards or verbally	
Is able to read all the phonics introduced in the first half of the year	
	The student is unable to read the following sounds
Unit 1: ai, ay, a-e	
Unit 2: ea, ee, e-e	
Unit 3: igh, y, i-e	
Unit 4: oa, ow, o-e	
Unit 5: oo, ew, u-e	
Unit 6: ar	
Unit 7: oi, oy	
Unit 8: ear, ea	
Unit 9: er, ir, ur	
Unit 10: ou, ow	

Reading		Result
Is able to read the following tricky words	The student is unable to read the following words	
Phase 2: I, to, no, go, the, into		
Phase 3: he, we, be, me, she, my, you, all, are, they, her, was		
Phase 4: said, have, like, so, come, do, one, little, there, what, when, out, here		
The student is able to read an increasing number of high frequency and CVC words		
Comments:		

Handwriting and spelling		Result
Is developing a comfortable and efficient pencil grip		
Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters		
Letter size and spacing is correctly formed and orientated		
Is learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, commas for lists.		
Is starting to compose sentences using tense consistently (present simple, present continuous and past simple)		
Spells unknown words with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.		
Can make simple additions, revisions and corrections to their own writing by evaluating their writing with their teacher and other pupils.		
Can accurately reproduce the Phase 2,3 and4 tricky words in a spelling test		
Can accurately reproduce the Phase 2, 3 and 4 high frequency and CVC words in a spelling test		
Comments:		

Grammar		Result
Unit 1: Nouns and adjectives		
Is able to differentiate between nouns and adjectives as naming words and describing words		
Unit 2: Adjectives		
Is able to pair appropriate adjectives with selected nouns.		
Unit 3: Collective nouns		
Is able to complete selected collective nouns and knows how and when to use them.		
Unit 4: Verbs		
Recognises verbs as doing words		
Is able to apply the verb 'to be' in the correct form when forming sentences or expressing themselves.		
Unit 5: Proper nouns		
Is able to differentiate between proper and common nouns		
Consistently uses capital letters to indicate proper nouns.		

Grammar	Result
Unit 6: Sentences	
Recognises that sentences start with capital letters, end with full stops and make sense.	
Is able to write simple sentences when prompted.	
Unit 7: Contractions	
Can form contractions by omitting the correct letter and using an apostrophe in its place	
When presented with a contraction can expand it into the correct words by inserting a letter where the apostrophe is	
Unit 8: Conjunctions	
Recognises that conjunctions are used to join two sentences to make a more complex sentence.	
Is able to use the conjunctions 'and' and 'but' in the correct manner.	
Unit 9: Adverbs	
Recognises that adverbs are used to tell more about how something is done.	
Is able to add 'ly' to the end of a verb, and use the correct spelling rules, to form adverbs that are correct and relevant.	
Unit 10: Past tense verbs	
Is able to change a present tense verb to a past tense verb by using 'ed' or 'd' and applying the correct spelling rules.	
Comments:	

Global English	Result
Unit 1: Look in a book	
Can identify the title, author and cover of a book.	
Knows the difference between fiction and non-fiction works	
Knows the five vowels	
Can write plurals for selected words	
Can complete a simple dialogue about themselves	
Unit 2: Good neighbours	
Can talk about the work different people do and form the correct word by adding 'er' as a suffix	
Can recognise which position words to use to describe the position of an item.	
Is able to add -ing to the end of a verb to express the sentence in the correct tense	
Has an understanding of the use of 'silent e' to lengthen the sound of the vowel in a word	
Enjoys learning new songs and rhymes and eagerly participates in these activities	
When given a selection of verbs, is able to select one based on personal preference and then state that they like doing this specific activity	
Comments:	

ИТОГОВЫЙ КОНТРОЛЬ ПОДГОТОВИТЕЛЬНОЙ ГРУППЫ YEAR 2

Key	
Outstanding achievement	5
Good achievement	4
Satisfactory achievement	3
Partial achievement	2
Not yet achieved	1

ENGLISH

Speaking, listening and understanding	Result
Recounts experiences and explore possibilities.	
Explains plans and ideas, extending them in the light of discussion.	
Articulates clearly so that others can hear.	
Varies speech and expression to gain and hold the listener's attention.	
Attempts to express ideas precisely, using a growing vocabulary.	
Listens carefully and responds appropriately, asking questions of others.	
Demonstrates 'attentive listening' and engages with another speaker.	
Extends experiences and ideas through role-play.	
Makes basic statements which provide personal information on a limited range of general topics.	
Asks questions to find out about an increasing range of personal information.	
Describes basic present and past actions on a limited range of general and curricular topics.	
Gives short, basic descriptions of people and objects.	
Takes turns when speaking with others in a growing range of short, basic exchanges.	
Comments:	

Reading	Result
Reads a greater range of common words on sight.	
Uses phonics as the main method of tackling unfamiliar words.	
Reads aloud with increased accuracy, fluency and expression.	
Identifies and describes story settings and characters, recognising that they may be from different times and places.	
Predicts story endings.	
Makes simple inferences from the words on the page, e.g. about feelings.	
Talks about what happens at the beginning, in the middle or at the end of a story.	
Comments on some vocabulary choices, e.g. adjectives.	
Begins to develop likes and dislikes in reading.	
Reads poems and comments on words and sounds, rhyme and rhythm.	
Reads and follows simple instructions, e.g. in a recipe.	
Finds answers to questions by reading a section of text.	

Reading		Result
Begins to read with fluency and expression, taking some notice of punctuation, including speech marks.		
Reads and responds to question words, e.g. what, where, when, who, why.		
	The student is unable to read the following sounds	
Stage 2 and 3 phonics (Year 1 phonics)		
Unit 1: ai, ay, a-e		
Unit 2: ea, ee, e-e		
Unit 3: igh, y, i-e		
Unit 4: oa, ow, o-e		
Unit 5: oo, ew, u-e		
Unit 6: ar		
Unit 7: oi, oy		
Unit 8: ear, ea		
Unit 9: er, ir, ur		
Unit 10: ou, ow		
Is able to read the following tricky words	The student is unable to read the following words	
Phase 2: I, to, no, go, the, into		
Phase 3: he, we, be, me, she, my, you, all, are, they, her, was		
Phase 4: said, have, like, so, come, do, one, little, there, what, when, out, here		
Phase 5: by, live, old, only, were, down, why, give, where, who		
Phase 6: many, because, before, more, which, other, why		
Phase 7: want, should, could, saw, put, two, right		
Phase 8: does, their, four, goes, made		
Currently reads at the following Oxford Reading Tree (ORT) stage		
ORT Stage 1		
ORT Stage 1+		
ORT Stage 2		
ORT Stage 3		
ORT Stage 4		
ORT Stage 5		
ORT Stage 6		
ORT Stage 7		
Comments:		

Handwriting and spelling		Result
Forms lower-case letters, capital letters and digits of the correct size relative to one another.		
Has started using some of the diagonal and horizontal strokes needed to join		

Handwriting and spelling	Result
letters and understands which letters, when adjacent to one another, are best left unjoined.	
Uses spacing between words that reflects the size of the letters.	
Correctly spells the common words that can be read on sight.	
Applies knowledge of phonemes and spelling patterns in writing independently.	
Is starting to use simple and compound sentences, with and/but to connect ideas.	
Uses past and present tenses accurately but not always consistently.	
Begins to re-read own writing for sense and accuracy.	
Is starting to develop stories with a setting, characters and a sequence of events.	
Able to read and write CCVC and CVC words and sentences.	
Can name the vowels and read and write words with short and long vowel sounds.	
Apply knowledge of phonemes and word parts in tackling unfamiliar words, when reading and writing.	
Shows an understanding of reading and writing high-frequency Tricky words.	
Comments:	

Grammar	Result
Nouns (Unit 11)	
Understands the difference between common and proper nouns and when to use capital letters	
Can make and identify common compound words	
Sentences (Unit 12)	
Understands the difference between question, exclamation and statement sentences	
Attempts to apply the correct punctuation for question, exclamation and statement sentences.	
Pronouns (Unit 13)	
Is developing a sound understanding of when and how to use personal pronouns.	
Contractions (Unit 14, 18)	
Has a clear understanding of how to form contractions and can use the rules in a wide range of applications.	
Is able to identify and separate the words from which contractions are formed	
Lists (Unit 15)	
Has a clear understanding of what a list is.	
Uses the comma and the word "and" correctly when forming a list	
Comparative and superlative adjectives (Unit 16, 20)	
Has a clear understanding of comparative and superlative adjectives and can complete relevant examples.	
Possessive nouns (Unit 17)	
Is able to use the apostrophe s correctly to identify possession.	
Is able to correctly form plurals through the addition of s as a suffix.	
Past tense verbs (Unit 18, 19, 22)	

Grammar	Result
Is able to form simple past tense verbs through the addition of 'ed' or the alteration of the word.	
Is able to form the past progressive tense through the correct use of was and were and the addition of 'ing' to the end of a word.	
Adverbs (Unit 21)	
Understands that adverbs are used to explain how, when and where an action was carried out.	
Can form adverbs for common words.	
Conjunctions (Unit 23)	
Attempts to use conjunctions, such as 'and', 'but' and 'or' to join two sentences	
Comments:	

Global English	Result
Unit 4: The big sky	
Can differentiate between long 'i' and short 'i' in selected words	
Is attempting to use the past simple tense correctly.	
Unit 5: Let's count and measure	
Has developed an understanding of different forms of measurement and the words used with them e.g. long, wide, high, short.	
Understands that homophones are two words that sound the same, are spelled differently and means different things, e.g. one – won, two – too	
Unit 6: Bugs: fact and fiction	
Can differentiate between insects and arachnid based on external characteristics	
Can differentiate between long 'e' and short 'e' in selected words	
Can write questions using bugs as examples.	
Unit 7: Our green Earth	
Has developed an understanding of how to care for our Earth.	
Can differentiate between long 'o' and short 'o' in selected words.	
Understands that signs can be used to communicate rules	
Unit 8: Home, sweet home	
Understands that animals and people have different types of homes	
Can differentiate between long 'u' and short 'u' in selected words.	
Comments:	

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Учебно-методический комплект

John Jackman, Anita Warwick	Nelson Handwriting Workbook 1 (1 book)
John Jackman, Anita Warwick	Nelson Handwriting Workbook 2 (1 book)
John Jackman, Anita Warwick	Nelson Handwriting Workbook 3 (1 book)
John Jackman, Anita Warwick	Nelson Handwriting Workbook 4 (1 book)
John Jackman, Sarah Lindsay	Nelson Spelling Workbook Starter A Reception/P1 (Blue Level) (1 book)
John Jackman, Sarah Lindsay	Nelson Spelling Workbook Starter B Reception/P1 (Blue Level) (1 book)
Sue Lloyd and Sara Wernham	Jolly Phonics Workbooks 1-7 Pack
Linse/Schottman/Harp	Cambridge Global English Stage 1 Learner's Book with AudioCD
Linse/Schottman/Harp	Cambridge Global English Stage 1 Activity Book
Board/Cross	Cambridge Primary Science Stage 1 Learners Book
Board/Cross	Cambridge Primary Science Stage 1 Activity Book
Wendy Wren	Nelson Grammar Pupil Book 1A Year 1/P2
Wendy Wren	Nelson Grammar Pupil Book 1B Year 1/P2
Wendy Wren	Nelson Grammar Workbook 1A Year 1/P2 (1 book)
Wendy Wren	Nelson Grammar Workbook 1B Year 1/P2 (1 book)
John Jackman, Sarah Lindsay	Nelson Spelling Pupil Book 1A Year 1/P2 (Red Level)
John Jackman, Sarah Lindsay	Nelson Spelling Pupil Book 1B Year 1/P2 (Red Level)
John Jackman, Sarah Lindsay	Nelson Spelling Workbook 1A Year 1/P2 (Red Level) (1 book)
John Jackman, Sarah Lindsay	Nelson Spelling Workbook 1B Year 1/P2 (Red Level) (1 book)
Linse/Schottman/Harp	Cambridge Global English Stage 2 Learner's Book with AudioCD
Linse/Schottman/Harp	Cambridge Global English Stage 2 Activity Book
Board/Cross	Cambridge Primary Science Stage 2 Learners Book
Board/Cross	Cambridge Primary Science Stage 2 Activity Book
Wendy Wren	Nelson Grammar Pupil Book 2 Year 2/P3
Wendy Wren	Nelson Grammar Workbook 2A Year 2/P3 (1 book) x10
Wendy Wren	Nelson Grammar Workbook 2B Year 2/P3 (1 book) x10
John Jackman, Sarah Lindsay	Nelson Spelling Pupil Book 2 Year 2/P3 (Yellow Level)
John Jackman, Sarah Lindsay	Nelson Spelling Workbook 2A Year 2/P3 (Yellow Level) (1 book) x10
John Jackman, Sarah Lindsay	Nelson Spelling Workbook 2B Year 2/P3 (Yellow Level) (1 book) x10