

Strands	Year 3	Year 4	Year 5	Year 6
Speaking and listening	<p>Children should be able to:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>☑ Listen and respond to familiar spoken words and phrases.</li> <li>☑ Enjoy listening to songs, poems and stories.</li> <li>☑ Listen carefully and identify familiar words in songs, poems and simple stories.</li> <li>☑ Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>☑ Communicate with others using simple words, phrases and short sentences</li> <li>☑ Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</li> <li>☑ Take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth</li> </ul>	<p>Children should be able to:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen for specific phonemes, words and phrases</li> <li>• Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</li> <li>• Ask and answer simple questions about self e.g. name and age, birthday</li> <li>• Express simple likes and dislikes e.g. food and drink.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</li> <li>• Ask and answer simple questions about self e.g. name and age, birthday</li> <li>• Express simple likes and dislikes e.g. food and drink.</li> <li>• Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing.</li> <li>• Ask and answer questions using a wider range of question forms e.g. the time,</li> </ul>	<p>Children should be able to:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrases and sentences</li> <li>• Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing.</li> <li>• Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand.</li> <li>• Express preference about what they like e.g. food, animals, colours</li> <li>• Identify key points in a new context e.g. a story, which contains familiar language</li> <li>• Understand higher numbers e.g. in prices, numeracy activities</li> <li>• Follow instructions and directions e.g. a recipe or simple directions</li> </ul>	<p>Children should be able to:</p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Understand the main points and simple opinions in spoken sources e.g. story, song or passage</li> <li>• Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.</li> <li>• Listen to spoken foreign language for details and gist. Identify key points and some detail.</li> <li>• Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</li> <li>• Understand that some sounds and letter combinations need to be said and written differently from in English</li> <li>• Follow a wide range of classroom instructions.</li> <li>• Listen to longer texts</li> <li>• Understand numbers in context e.g. the year, 24 hour clock, quantities</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Use spoken language to initiate and</li> </ul>

	<p>movements.</p> <p>☒ Pronounce very familiar language with good pronunciation and intonation.</p> <p>☒ Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly.</p> <p>☒ Express likes and begin to express dislikes. e.g. food and drink.</p> <p>☒ Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p>	<p>the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. • Express preference about what they like e.g. food, animals, colours</p>	<p>Speaking • Take part in short conversations using familiar structures and vocabulary • Use simple conjunctions to build more complex sentences and present information to others • Understand and express more complex opinions • Explore the patterns and sounds of language to help develop accurate pronunciation and intonation • Give simple instructions and directions e.g. a recipe, directions to a place, the route to school • Use spontaneously, a limited range of phrases and sentences to seek clarification and help e.g. I don't understand, can you repeat that, how is that written? • Have the vocabulary to give the opinions they want to express. Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer • Begin to understand and use future tense in spoken language. •</p>	<p>sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. • Take part in a simple conversation, ask and answer questions and express opinions. Express and justify opinions e.g. I like netball because it's fun. • Use spoken language confidently to initiate and sustain a simple conversation. • Use a range of questions and statements spontaneously to seek clarification and help. Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly? • Give a description e.g. of a town, geographical features in a country • • Understand and begin to use the past tense to describe events. Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather • Present to an audience e.g. role-play, presentation, performance, • Retrieve numbers up to 50</p>
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<p>Reading</p>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Recognise and understand some familiar written words and phrases</li> <li>• Show awareness of sound-spelling links Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English.</li> <li>• Read aloud and understand a simple conversation with a partner that uses familiar language.</li> <li>• Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play.</li> <li>• Read aloud familiar words and phrases from stories, songs</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Read and understand familiar written words, phrases and short texts made of simple sentences</li> <li>• Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?</li> <li>• Read a wider range of words, phrases and sentences aloud</li> <li>• Follow text while listening and reading at the same time.</li> <li>• Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</li> <li>• Understand a short text using familiar language and be able to extract information to give</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Read a variety of short simple texts in different formats and in different contexts</li> <li>• Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud</li> <li>• Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation.</li> <li>• read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation</li> <li>• Apply phonic knowledge when meeting new words.</li> <li>• Read a variety of short simple texts e.g. stories, poems, texts from the Internet, nonfiction texts,</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Read aloud from a text with good expression</li> <li>• Read and understand the main points and some detail from a short written passage.</li> <li>• Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.</li> <li>• Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.</li> <li>• Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.</li> </ul>

	<p>and rhymes with reasonable accuracy</p>	<p>simple answers in French and more complex answers in English. • Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.</p>	<p>emails from a partner school that contain familiar and new vocabulary</p>	<p>Find the meaning of new words by using a bilingual dictionary. • Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town</p>
<p>Writing</p>	<p>Children should be able to: • Write some familiar simple words using a model and some from memory • Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black cat. • Write two or three sentences on a familiar topic using a writing frame and word bank</p>	<p>Children should be able to: • Write a short text using a model • Write two to three simple sentences from memory • Apply phonic knowledge to support writing • Write a few simple sentences using a word bank to describe for example a sports star e.g. .... lives in London. She is 22 years old. She likes dancing. • Begin to use pronouns. • use a range of adjectives (linked to topic) to describe things in more detail, such as describing someone’s appearance • Show willingness to have a</p>	<p>Children should be able to: • Write simple sentences and short texts using a model • Write three or four sentences using word/phrase bank, bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. • use a wide range of adjectives to describe people and things, and use different verbs to describe actions • Write more interesting sentences by adding one or two simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour</p>	<p>Children should be able to: • Write a few sentences from memory, using knowledge of words, text and structure. • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. • Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. • Writing may also show some understanding of past and future tense. • Use adjectives to add interest and detail to a description • Use some</p>

		<p>go at writing new words using phonic knowledge</p>	<p>and size of a planet • Be able to write two or three sentences from memory using familiar language.</p>	<p>simple adverbs to make sentences more interesting • Make statements about what they read e.g. about sections in a newspaper (weather, what’s on TV) a story, an email • Have some understanding of how to use the past tense</p>
<p>Grammar</p>	<p>Children should be able to: Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine – nouns (singular) • Notice differences in word order • word order of adjectives.. Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. • Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don’t like chocolate. • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. E.g. Match the correct definite/indefinite to a series of familiar nouns</p>	<p>Children should be able to: Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns • verbs - 1st, 2nd 3rd persons in questions and answer. • Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming. • how to form the negative. Form the negative to give answers to simple questions about likes/dislikes e.g. I don’t like .... with increasing accuracy. • Match correctly definite/indefinite article to singular and plural</p>	<p>Children should be able to: Understand some basic grammar appropriate to the language being studied: • gender – masculine, feminine, neuter –adjectives, possessive pronouns • verbs – how to form the future tense, conjugation of present tense verbs • Create simple sentences about the future. e.g. I am going swimming on Wednesday; tomorrow it is going to rain. • Have some understanding of the term ‘conjugation’ and what it means when looking at familiar verbs in the present tense. i.e. the present tense of commonly used verbs e.g. to be, to have, to eat, to play, to go • Understand the word order of familiar adjectives and apply correct endings,</p>	<p>Children should be able to: Understand some basic grammar appropriate to the language being studied: • Show some understanding of past and future tense in spoken and written work • Identify tenses from a selection of sentences written in the present, past and future tense. • Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. • adverbs • gender - masculine, feminine, neuter - nouns and adjectives • Understand the importance of gender in singular and plural nouns and check gender in a bilingual</p>

	<p>(e.g. fruits and vegetables) with increasing accuracy.</p>	<p>familiar nouns • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe • Select the correct colour adjective to describe masculine and feminine nouns • Begin to use pronouns e.g. The prince is handsome. He loves the princess.</p>	<p>singular and plural, with increasing accuracy • Start to apply correct endings to a few possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister. • Explain with confidence how to form the negative in simple sentences</p>	<p>dictionary • Use high frequency adjectives with reasonable accuracy ie word order and endings • Apply understanding of conjugation to two or three familiar verbs in the present tense</p>
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