

	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> ❖ Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). ❖ Speak aloud familiar words or short phrases in chorus. ❖ Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> ❖ Communicate by asking and answering a wider range of questions, using longer phrases and sentences. ❖ Present short pieces of information to another person. ❖ Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> ❖ Take part in short conversations using sentences and familiar vocabulary. ❖ Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. ❖ Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> ❖ Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. ❖ Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). ❖ Use connectives to link together what they say so as to add fluency.
Listening	<ul style="list-style-type: none"> ❖ Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). ❖ Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> ❖ Listen for and identify specific words and phrases in instructions, stories and songs. ❖ Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> ❖ Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). ❖ Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> ❖ Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. ❖ Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear
Reading	<ul style="list-style-type: none"> ❖ Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text. ❖ Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> ❖ Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). ❖ Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> ❖ Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). 	<ul style="list-style-type: none"> ❖ Read aloud with expression and accurate pronunciation. ❖ Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).

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Writing	<ul style="list-style-type: none"> ❖ Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> ❖ Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> ❖ Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). ❖ Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) ❖ Check spellings with a dictionary. 	<ul style="list-style-type: none"> ❖ Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). ❖ Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) ❖ Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).
Grammar	<ul style="list-style-type: none"> ❖ Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied. 	<ul style="list-style-type: none"> ❖ Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. ❖ Introduce and use the negative form. ❖ Begin to look at what a fully conjugated verb looks like. 	<ul style="list-style-type: none"> ❖ Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. ❖ Use the negative form, possessives and connectives. ❖ Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. 	<ul style="list-style-type: none"> ❖ Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. ❖ Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. ❖ Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).