

LANGUAGES

Year 3	Year 4	Year 5	Year 6
Listening - Showing that he/she recognises words and phrases heard by responding appropriately	Listening - Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard	Listening - Gain an overall understanding of an extended spoke text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language	Listening - Understanding longer and more challenging texts on a range of topic areas, recognising some detailing and opinions heard
Listening - Follow simple instructions and link pictures or actions to language	Listening - Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links into spellings	Listening - Identify different ways to spell key sounds and select the correct spelling of a familiar word	Listening - Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Listening - When listening to stories, rhymes or songs, join in with repeated sections and identifying particular phonemes and rhyming words	Listening - Notice that the target language may contain different phonemes and they some similar sounds may be spelt differently to English	Speaking - Take part in conversations and express simple opinions giving reasons	Speaking - Engage in longer conversations, asking for clarification when necessary
Speaking - Repeat sentences heard and make simple adaptations to them	Speaking - Ask and answer a range of questions on different topic areas	Speaking - Adapt known complex sentences to reflect a variation in meaning	Speaking - Create his/her own sentences using knowledge of basic sentence structure
Speaking - Use mostly accurate pronunciation and speak clearly when addressing and audience	Speaking - Using familiar sentences as models, make varied adaptations to create new sentences	Speaking - Begin to use information to differentiate between sentence types	Speaking - Use pronunciation and intonation effectively to accurately express meaning and engage an audience
Reading - Recognise some familiar words and phrases in written form	Speaking - Read aloud using accurate pronunciation and present a short learned piece for performance	Speaking - Create a short piece for presentation to an audience	Reading - Read aloud and understand a shore text containing unfamiliar words, using accurate pronunciation
Reading - Read some familiar words aloud using mostly accurate pronunciation	Reading - Read a range of familiar written phrases and sentences recognising their meaning and reading them aloud accurately	Reading - Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Reading - Attempt to read a range of texts independently, using different strategies to make meaning
Reading - Learn and remember new words encountered in reading	Reading - Follow the written version of a text he/she is listening to	Reading - Learn a song or poem using the written text for support	Reading - Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing - Write some single words from memory	Reading - Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues	Reading - Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	Writing - Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic

Writing - Use simple adjectives such as colours and sizes to describe things orally	Writing - Write words and short phrases from memory	Writing - Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank	Writing - Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions
Writing - Record descriptive sentences using word bank	Writing - Use a range of adjectives to describe things in more detail such as describing someone's appearance	Writing - Use a wide range of adjectives to describe people and things, and use different verbs to describe actions	Writing - Begin to use some adverbs
Grammar - Recognise the main word classes e.g. nouns, adjectives and verbs	Writing - Write some descriptive sentences using a model, but supplying some words from memory	Grammar - Know how to conjugate some high frequency verbs	Grammar - Know how to conjugate a range of high frequency verbs
Grammar - Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles	Grammar - Recognise a wider range of word classes including pronouns and articles and use them appropriately	Grammar - Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun	Grammar - Understand how to use some adverbs in sentences
Grammar - Have basic understanding of the usual order of words in sentences in the target language	Grammar - Understand that adjectives may change form according to the noun they relate to, and select the appropriate form	Grammar - Adapt sentences to form negative sentences and begin to form questions	Grammar - Have an awareness of similarities and differences in grammar between different languages
	Grammar - Recognise questions and negative sentences		