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|  | **Y3** | **Y4** | **Y5** | **Y6** |
| **Listening** | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| **Speaking** | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improvedconfidence and accuracy. Learn to ask andanswer questions based on the language covered in the units an incorporate a negative reply if and when required. | Communicate on a wider range of topicsand themes. Remember and recall a range of vocabulary with increased knowledge,confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed andspontaneity. Engage in short conversations on familiar topics, responding withopinions and justifications where appropriate. |
| **Reading** | Read familiar words and short phrasesaccurately by applying knowledge from'Phonics Lesson 1'. Understand themeaning in English of short words I read inthe foreign language. | Read aloud short pieces of text applyingknowledge learnt from 'Phonics Lessons 1& 2'. Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreignlanguage and start to decode meaning ofunknown words using cognates andcontext. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. | Be able to tackle unknown language withincreased accuracy by applying knowledgelearnt from 'Phonics Lessons 1 to 4'including awareness of accents, silentletters etc. Decode unknown language using bilingual dictionaries. |
| **Writing** | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. | Write some short phrases based on familiar topics and begin to useconnectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age | Write a paragraph using familiar languageincorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn tomanipulate the language and be able to substitute words for suitable alternatives.EG: My name, my age, where I live, a pet Ihave, a pet I don't have and my pet'sname. | Write a piece of text using language from avariety of units covered and learn to adaptany models provided to show solid understanding of any grammar covered.Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentationor description of a typical school day including subjects, time and opinions. |
| **Grammar** | Start to understand the concept of noungender and the use of articles. Use the firstperson singular version of high frequencyverbs. EG: 'I like…' 'I play…' 'I am called… | Better understand the concept of genderand which articles to use for meaning (EG:'the', 'a' or 'some'). Introduce simpleadjectival agreement (EG: adjectivalagreement when describing nationality),the negative form and possessiveadjectives. EG: 'In my pencil case I have…'or 'In my pencil case I do not have... | Revision of gender and nouns and learn touse and recognise the terminology ofarticles (EG: definite, indefinite andpartitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verbconjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My bluecoat' | Consolidate our understanding of genderand nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range ofconnectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |

