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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 improved  confidence and accuracy.  Learn to ask and  answer questions based on the language covered in the units an incorporate a negative reply if and when required. | Communicate on a wider range of topics  and 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 and  spontaneity.  Engage in short conversations on familiar topics, responding with  opinions and justifications where appropriate. |
| **Reading** | Read familiar words and short phrases  accurately by applying knowledge from  'Phonics Lesson 1'.  Understand the  meaning in English of short words I read in  the foreign language. | Read aloud short pieces of text applying  knowledge 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 foreign  language and start to decode meaning of  unknown words using cognates and  context.  Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. | Be able to tackle unknown language with  increased accuracy by applying knowledge  learnt from 'Phonics Lessons 1 to 4'  including awareness of accents, silent  letters 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 use  connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age | Write a paragraph using familiar language  incorporating connectives/conjunctions, a negative response and adjectival agreement where required.  Learn to  manipulate the language and be able to substitute words for suitable alternatives.  EG: My name, my age, where I live, a pet I  have, a pet I don't have and my pet's  name. | Write a piece of text using language from a  variety of units covered and learn to adapt  any 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 presentation  or description of a typical school day including subjects, time and opinions. |
| **Grammar** | Start to understand the concept of noun  gender and the use of articles.  Use the first  person singular version of high frequency  verbs. EG: 'I like…' 'I play…' 'I am called… | Better understand the concept of gender  and which articles to use for meaning (EG:  'the', 'a' or 'some').  Introduce simple  adjectival agreement (EG: adjectival  agreement when describing nationality),  the negative form and possessive  adjectives. EG: 'In my pencil case I have…'  or 'In my pencil case I do not have... | Revision of gender and nouns and learn to  use and recognise the terminology of  articles (EG: definite, indefinite and  partitive).  Understand better the rules of adjectival agreement and possessive adjectives.  Start to explore full verb  conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue  coat' | Consolidate our understanding of gender  and 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 of  connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |

Graphical user interface, application

Description automatically generated