



	Year 3	Year 4	Year 5	Year 6
<p>Listening & Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language 	<p>I can understand a few familiar spoken words and phrases – e.g.</p> <ul style="list-style-type: none"> • Say hello and goodbye • Describe simple things about yourself (age, body parts, characteristics) • Simple nouns and objects (musical instruments and classroom objects) • teacher's instructions • days of the week • colours • numbers (0-31) • Family • Animals • Food • Months of the year 	<p>I can understand a range of familiar spoken phrases – e.g. basic phrases concerning myself and school, time (3160), commands, festivals, weather and directions, money clothes and colour. Respond to a clear model of language.</p>	<p>I can understand the main points from a spoken passage made up of familiar language – e.g. short rhyme or song basic telephone message weather forecast and numbers to 100</p>	<p>I can understand the main points and some of the detail from a short spoken passage – e.g. sentences describing what people are wearing <input type="checkbox"/> an announcement</p>
	<p>I can explore the patterns and sounds of language through songs and rhymes and join in with actions</p>	<p>I can say a simple rhyme from memory; join in with words of a song or storytelling</p>	<p>I can listen to and appreciate songs and rhymes in the language.</p>	<p>I can listen to and appreciate poems, stories and poems in the language</p>
	<p>I can repeat words modelled by teacher, show understanding with an action</p>	<p>I can listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary and phrases</p>	<p>I can listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary, phrases and sentences</p>
		<p>I can pick out known words in an 'authentic' conversation</p>		

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<p>Speaking engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	I can say and/or repeat a few words and short simple phrases – e.g. <input type="checkbox"/> what I am like (personality)	I can answer simple questions and give basic information – e.g. <input type="checkbox"/> about the weather, <input type="checkbox"/> describe self/ hobbies and interests)	I can ask and answer simple questions and give some information– e.g. taking part in an interview/ survey about <input type="checkbox"/> pets/favourite food <input type="checkbox"/> talking to a friend about hobbies.	I can take part in a simple scripted conversation and express an opinion.
	Recognise a familiar question and respond with a simple rehearsed response	I can use common phrases	I can talk about personal interests.	I can speak in longer sentences, learning to use particular sentence structures more flexibly to create own sentence
	I can imitate correct pronunciation with some success from authentic speakers	I am developing accuracy with my pronunciation when pronouncing phrases, by listening to and repeating recordings of authentic speakers	I can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	My pronunciation is becoming more accurate and intonation is being developed
	I know how to pronounce some single letter sounds.	I can show an awareness of sound patterns	I know how to pronounce some letter strings	. I know how to pronounce a range of letter strings.
				I can begin to understand how accents change letter sounds.
				I can substitute items of vocabulary to vary questions or statements



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<p>Reading & Comprehension read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><input type="checkbox"/> <input type="checkbox"/></p>	I can begin to recognise few familiar words or phrases – e.g. <ul style="list-style-type: none"> • from stories and rhymes • labels on familiar objects • the date 	I can understand some familiar written phrases e.g. <ul style="list-style-type: none"> • simple weather phrases • basic descriptions of objects 	I can understand the main point(s) from a short written text – e.g. <ul style="list-style-type: none"> <input type="checkbox"/> simple messages on a postcard/in an email 	I can understand the main points and some of the detail from a short written text.
		I can begin to show understanding of more complex written phrases	I can read and show understanding of more complex written phrases	I can practice reading longer texts aloud, containing taught phrases and vocabulary
	I can use visual clues to help with reading.	I can begin to match sound to print.	I can match sound to print by reading aloud familiar words and phrases	I can begin to read independently and appreciate
			I can use a book or glossary to find out the meanings of new words.	I can use a bilingual dictionary to look up new words



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<p>Writing & Grammar</p> <ul style="list-style-type: none"> □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ describe people, places, things and actions orally* and in writing □ Understand basic grammar appropriate to the language being studied, including (where) 	<p>I can write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • personal information such as age • numbers • colours • objects 	<p>I can write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g.</p> <ul style="list-style-type: none"> • shopping list • holiday greetings by email/postcard/ weather 	<p>I can write a few short sentences with support – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card 	<p>I can write a short text on a familiar topic, adapting language already learnt.</p>
	<p>I can select appropriate words to attempt to complete short phrases or sentences</p>	<p>I can begin to spell some commonly used words and phrases correctly.</p>	<p>I can spell words that are readily understandable</p>	<p>I can spell commonly used words correctly</p>
		<p>I can begin to write short phrases and sentences from memory</p>	<p>I can write words, phrases and short simple sentences from his/her repertoire from memory.</p>	<p>I can adapt taught phrases to create new sentences.</p>
	<p>I can use un/una with noun to identify gender</p>	<p>I can use I and you</p>	<p>I can begin to use verbs in the first person e.g. I run</p>	<p>I can begin to use verbs in the second and third person</p>
		<p>I can begin to use adjectives with nouns</p>	<p>I can use adjectives with nouns</p>	<p>I can confidently use adjectives with nouns</p>
		<p>I can form positive and negative versions of phrases. e.g. me gusta/ no me gusta</p>		



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Intercultural understanding	I can understand and respect that there are people and places in the world around me that are different to where I live and play.	I can identify similarities and differences in my culture to that of another.	I can show respect for and understand cultural diversity.	I can talk about, discuss and present information about a particular country's culture
	I can understand that some people speak a different language to my own	I can talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	I can understand how symbols, objects and pictures can represent a country	I can begin to understand more complex issues which affect countries in the world today for example poverty, famine religion and war.