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| **Skill** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening** | * Repeat words modelled by teacher and show understanding with an action * Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly. | * Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action) * Pick out known words in an ‘authentic’ conversation * Children can understand and respond to a range of familiar spoken words and short phrases. | * Begin to show understanding of more complex sentences in * ‘authentic’ conversation, picking out specific vocabulary * Children can understand the main points of a short-spoken passage made up of a few familiar words and phrases, delivered slowly and clearly. | * Listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary * Children can understand a short passage made up of familiar words and basic phrases. |
| **Speaking** | * Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers * Recognise a familiar question and respond with a simple rehearsed response * Can repeat and say familiar words and short simple phrases, using understandable pronunciation. | * Use common phrases * Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers * Children can and perform short role plays on one topic, with several exchanges and secure pronunciation. * Children can produce short prepared phrases on a familiar topic, with secure pronunciation. | * Children can ask and answer questions on the current topic. * Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation. | * Engage in short scripted conversations * Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence * Children can ask and answer simple questions on a few very familiar topics. |
| **Writing** | * Copy simple vocabulary * Children can write some single words from memory, with plausible spelling. * Children can, with support, substitute one element in a simple phrase to vary the meaning. | * Children can write simple words and * several short phrases from memory * Children use understandable spelling. | * Begin to use dictionaries to find the meaning of unknown words and to * translate own ideas * Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling. | * Adapt taught phrases to create new sentences * Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling |
| **Reading** | * Begin to recognise written vocabulary/ single words * Begin to recognise written phrases | * Begin to recognise simple written phrases * Recognise simple written phrases and understand a range of familiar written phrases. | * Read and show understanding of more complex written phrases * Read and show understanding of a piece of writing based on the current topic * Read short passages and pull answer questions on what they have read. | * Practice reading longer texts aloud, containing taught phrases and vocabulary * Children can understand a short text made up of short sentences with familiar language on a familiar topic. * Can use a dictionary or word list. |
| **Grammar** | * Can use indefinite articles in the singular with masculine and feminine nouns. * Can use the high-frequency verb forms (I have,it is, there is/are). | * Can use indefinite and definite articles with singular and plural nouns. * Can use prepositions of place and sequencers. | * Can use all persons of several regular verbs in the present tense (with the support of a frame). | * Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences. |