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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.
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| **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.
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| **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
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| **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.
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| **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.
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