



AGE-RELATED EXPECTATIONS – YEAR 5-6 GRAMMAR

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 5	YEAR 6
Feminine, masculine & neuter forms (nouns, pronouns, adjectives, articles)	Formality is conveyed in a conversation by using the correct pronoun as a form of address.	Understand how formality is often conveyed using a different form of You. Use adjectives increasingly secure in writing and speaking. Start using adverbs (e.g. when expressing an opinion – “I really like football”)
The conjugation of high frequency verbs	Start simple conjugation in the present tense of familiar regular & irregular verbs (e.g. to go, to have, to be & simple regular verbs) Understand how to form a negative in simple present tense sentences.	Develop use of regularly occurring modal verbs in present tense (e.g. Can you..., We would like, I want). Start to recognise the past tense. Develop a basic understanding of the conditional tense/mood (e.g. I would like..., could you?) Negative sentences are used consistently and accurately.
Key patterns of the language (syntax..) & how to apply these – for example building a sentence.	Start to understand how words relate to each other. Understand and recognise ways to convey future intent. Start to apply rules of word order in simple sentences (e.g. labelling parts of the sentences and putting it in the right order). Start to understand how to form questions. Recognise that words do not always have a direct equivalent in English & vice versa.	Develop an understanding of word families based on common words. Produce an oral or written piece demonstrating the correct use of 3-5 key grammatical features of the language (word order, future intent, question formation, connectives)
How these key features differ from or are similar to English.	Notice how common letters string across the foreign language and English can help to extend the vocabulary.	Analyse a text and identify the key features and explain how they are different to English.



AGE-RELATED EXPECTATIONS – YEAR 5-6 LISTENING / SPEAKING

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 5	YEAR 6
<p>Listen attentively to the spoken language and show understanding by responding and joining in.</p>	<p>Listen to and understand longer sentences with unfamiliar words.</p> <p>Listen to a short message dialogue, set of instructions or story and note the main points.</p> <p>Listen to and respond to classroom instructions and a range of questions.</p>	<p>Listen to and understand several longer sentences on a familiar theme with some unfamiliar language.</p> <p>Listen to a range of longer texts of different types and note the main points and some details.</p> <p>Listen to and respond to a wide range of language.</p>
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Communicate orally using a range of sentences.</p> <p>Hold simple conversations based on themes I have learnt about.</p> <p>Express and justify an opinion (I like ... because...)</p> <p>Ask for an opinion (what do you think? What do you think of...?)</p> <p>Ask for help or clarification i.e. for the meaning of the word in English or the target language.</p>	<p>Communicate orally linking together several sentences.</p> <p>Hold longer conversations and initiate different themes of conversation.</p> <p>Express and justify opinions on a range of themes (I don't like.....because...but I like.... because)</p> <p>Understand and agree or disagree with another opinion.</p> <p>Ask for clarification using a range of phrases ("I'm sorry I don't understand", "I'm not sure I know what you mean", "Can you explain it again?", "What do you mean?")</p>
<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p>Use phonic knowledge to pronounce a range of unfamiliar language.</p> <p>Make links between some phonemes, sound and spelling.</p> <p>Begin to develop and apply intonation independently with reading aloud.</p>	<p>Use phonics knowledge to pronounce known and unknown language with more confidence and accuracy.</p> <p>Use intonation in spoken language confidently and with increasing accuracy.</p>
<p>Present ideas and information orally to a range of audiences</p>	<p>Give a spoken presentation using sentences on a given topic.</p> <p>Retell as story using drama and spoken language to an audience.</p>	<p>Give spoken presentation using longer and more complex sentences on a wider range of topics and answer simple questions about it.</p>



AGE-RELATED EXPECTATIONS – YEAR 5-6 READING

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 5	YEAR 6
Read carefully and show understanding of words, phrases and simple writing	Read and understand more complex sentences and different short texts with appropriate grammatical complexity understanding the main points.	Read and understand texts with some unfamiliar language with appropriate grammatical complexity.
Appreciate stories, songs, poems and rhymes in the language	Compare and contrast a range of stories, songs, poems and rhymes and express an opinion in English.	Make and explain reading preferences based on my experience.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Find out the meaning of an unfamiliar word using a range of sources or strategies.	Decode a text using their vocabulary, grammatical knowledge and a dictionary.

AGE-RELATED EXPECTATIONS – YEAR 5-6 WRITING

LANGUAGES PROGRAMME OF STUDY KS2 (DFE)	YEAR 5	YEAR 6
Write phrases from memory	Write longer compound sentences from memory, using basic connectives (and, but, or).	Write a simple text from memory, starting to use complex sentences.
Adapt these to create new sentences, to express ideas clearly Describe people, places, things and actions orally and in writing	Copy and adapt longer, complex sentences using a writing frame. Start to adapt short texts. Use dictionary, glossary and phonics knowledge to support the accurate spelling of new words.	Adapt a previously written text to demonstrate increased grammatical awareness moving from 1 st person to 3 rd person or from present tense to future/past tense using familiar verbs. For example they start to write simple descriptions about other people such as a hero or a best friend. Redraft and draw together several previously written short texts to produce a coherent, more extended piece of writing. For example a personal profile which is used to support transition to the secondary school covering my hobbies / my family / my friends. Use dictionary, glossary or online tools with increasing accuracy to help redraft and further develop a piece of writing.



ASSESSMENT GRID YEAR 5-6

	YEAR 5	YEAR 6
GRAMMAR	<ul style="list-style-type: none"> • Use appropriate forms of verbs to address different people • Use adjectives correctly by changing word order and endings • Start to conjugate simple regular & irregular verbs • Understand how to use negatives in present tense • Start to understand how words relate to each other • Understand simple ways of conveying future intent • Start to apply rules of word order in simple sentences • Start to understand how to form questions • Know that common letter strings can help to extend vocabulary 	<ul style="list-style-type: none"> • Understand use of the appropriate forms of verbs to address different people • Use adjectives consistently by changing word order and endings • Start to use adverbs • Develop use of regularly occurring modal verbs • Start to recognise past tense • Develop basic understanding of conditional tense • Use negative sentences accurately • Develop an understanding of word families • Produce oral or written work that demonstrates grammatical understanding • Analyse a text and identify key grammatical features
LISTENING / SPEAKING	<ul style="list-style-type: none"> • Listen to and understand sentences with unfamiliar words • Listen for information and note main points • Listen and respond to instructions and a range of questions • Communicate using a range of sentences • Hold simple conversations on specified themes • Express and justify opinion • Ask for an opinion • Ask for help or clarification • Phonic knowledge enables pronunciation of unfamiliar language • Make links between phonemes, sounds and spellings • Use intonation when reading aloud with increasing accuracy • Present information on a given topic using sentences • Retell a story 	<ul style="list-style-type: none"> • Listen to and understand longer sentences with unfamiliar words • Listen to a range of longer texts and note main points • Listen and respond to a wide range of spoken language • Communicate by linking several sentences • Express and justify opinion on a range of themes • Understand and agree / disagree with another opinion • Ask for clarification using a range of phrases • Phonic knowledge enables pronunciation of unfamiliar language with confidence and accuracy • Use intonation in spoken language accurately • Give spoken presentation using longer sentences and answer simple questions about them
READING	<ul style="list-style-type: none"> • Read and understand increasingly complex texts • Compare and contrast a range of stories, songs, poems and rhymes and express an opinion • Know how to find out meanings of unfamiliar words using a range of sources and strategies 	<ul style="list-style-type: none"> • Read and understand increasingly complex texts with appropriate grammatical complexity • Make and explain reading references • Decode texts using knowledge of grammar and vocabulary
WRITING	<ul style="list-style-type: none"> • Accurately copy a short text • Write compound sentences from memory • Copy and adapt complex sentences using a writing frame • Start to adapt short texts • Use own or other dictionary and phonics knowledge to help spell words 	<ul style="list-style-type: none"> • Write a simple text from memory using complex sentences • Adapt text to show grammatical awareness • Produce extended piece of writing • Use a dictionary, glossary or other online tools to develop a piece of writing