



### Curriculum Aims

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

### Skills Progression

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<ul style="list-style-type: none"> <li>• Can understand and respond to a few familiar spoken words slowly and clearly.</li> <li>• Can follow along and repeat key words from a song, rhyme or poem.</li> <li>• Can recall key words and read them aloud with good pronunciation.</li> <li>• Can ask and answer simple pre-learned questions from memory.</li> <li>• Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand and respond to a range of familiar spoken words.</li> <li>• Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.</li> <li>• Can rehearse and perform short role-plays drawing on one topic, with several exchanges and secure pronunciation.</li> <li>• Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand the main points of a short-spoken passage.</li> <li>• Can join in with familiar short songs, rhymes or poems, or parts of them.</li> <li>• Can ask and answer simple questions on the current topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use simple phrases and sentences independently to describe people, places, things and actions, with good pronunciation.</li> <li>• Can produce from memory familiar parts of known stories, songs, rhymes and poems when listening to the source material.</li> <li>• Can ask and answer simple questions on a few very familiar topics, including expressing opinions and responding to those of others.</li> <li>• Can use a repertoire of classroom language with teacher and peers.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Can understand some familiar written words and short phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Can match sound to print, by reading aloud familiar words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Can adapt models successfully to give own information, including simple opinions, substituting individual words.</li> <li>• Can understand familiar words and very simple sentences, for example on notices and posters.</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour</li> </ul>	<ul style="list-style-type: none"> <li>• Can substitute one element in a simple phrase or sentence to vary the meaning. E.g. the colour adjective or the noun.</li> </ul>	<ul style="list-style-type: none"> <li>• Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb)</li> </ul>	<ul style="list-style-type: none"> <li>• Can write sentences on a few topics using a model, e.g. a writing frame. I can write individual words from oral vocabulary, with understandable spelling, when delivery is slow, clear and repeated.</li> <li>• Can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</li> </ul>

