

Year 3

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 3 children should be taught to:	Year 3 children should, for example:	Year 3 children should have opportunities to, for example:	Year 3 children should have opportunities to, for example:
O3.1 Listen and respond to simple rhymes, stories and songs	Identify rhyming words. Perform finger rhymes and sing songs. Join in with storytelling.	Identify specific sounds, phonemes and words. Recognise commonly used rhyming sounds.	Remember rhyming words. Use gesture or mime to show they understand.
O3.2 Recognise and respond to sound patterns and words	Listen with care. Identify phonemes which are the same as or different from English and other known languages. Speak clearly and confidently.	Identify specific sounds, phonemes and words. Imitate pronunciation.	Record themselves. Repeat words rhythmically.
O3.3 Perform simple communicative tasks using single words, phrases and short sentences	Recall, retain and use vocabulary. Ask and answer questions.	Hear main word classes. Recognise question forms and negatives. Recognise conventions of politeness. Engage in turn taking.	Recognise words which the teacher mouths silently. Ask someone to clarify or repeat.
O3.4 Listen attentively and understand instructions, everyday classroom language and praise words	Repeat words and phrases modelled by the teacher. Remember a sequence of spoken words. Use physical response, mime and gesture to convey meaning and show understanding.	Link sounds to meanings. Recognise negative statements.	Use a physical response. Look at the face of the person speaking and listen attentively.
L3.1 Recognise some familiar words in written form	Understand words displayed in the classroom. Identify and read simple words. Read and understand simple messages.	Recognise how sounds are represented in written form. Notice the spelling of familiar words.	Play games to help to remember. Use context of what they see/read to determine some of the meaning.
L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words	Pronounce accurately the most commonly used characters, letters and letter strings. Read aloud a familiar sentence, rhyme or poem.	Understand how far letters/letters strings are both similar to and different from English. Recognise that some words occur in both English and the language being learned, although they may sound different.	Say words to a rhythm. Practise saying new words under their breath. Practise saying new words aloud.

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 3 children should be taught to:	Year 3 children should, for example:	Year 3 children should have opportunities to, for example:	Year 3 children should have opportunities to, for example:
IU3.1 Learn about the different languages spoken by children in the school	Increase awareness of linguistic and cultural diversity.	Recognise that many languages are spoken in the UK.	Analyse and compare the language or languages with English.
IU3.2 Locate country/countries where the language is spoken	Identify some of the countries where the language is spoken, drawing on the knowledge of class members as appropriate. Know some facts about one country, e.g. climate, main towns, famous landmarks, produce.	Recognise that many languages are spoken across the world.	Discuss language learning, including the languages known by class members where appropriate.
IU3.3 Identify social conventions at home and in other cultures	Learn about polite forms of address. Know how to greet native speakers. Recognise some typical names.	Recognise that there are different language conventions to express politeness.	Practise with a friend. Try to use the language outside of the classroom.
IU3.4 Make indirect or direct contact with the country/countries where the language is spoken	Have contact with a native speaker, including peers where appropriate. View a video or media resource about the country. Send an e-mail, letter or postcard to a partner school.	Understand that familiar things have different names in different languages eg. Wasser, eau, water.	Look at the face of the person speaking and listen attentively. Ask someone to clarify or repeat.

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 4 children should be taught to:	Year 4 children should, for example:	Year 4 children should have opportunities to, for example:	Year 4 children should have opportunities to, for example:
O4.1 Memorise and present a short spoken text	Learn finger rhymes, poems or a non-fiction text. Learn and say several sentences on a topic.	Recognise negative statements.	Remember rhyming words. Use gesture or mime to show they understand.
O4.2 Listen for specific words and phrases	Listen with care. Use physical response to show recognition and understanding of specific words and phrases.	Recognise categories of words (e.g. colours, animals). Extend recognition of word classes. Recognise and apply simple agreements (e.g. gender, singular, plural). Interpret non-verbal communication.	Look at the face of the person speaking and listen attentively. Use context and previous knowledge to determine meaning and pronunciation.
O4.3 Listen for sounds, rhyme and rhythm	Identify specific sounds e.g. rhymes, letters, phonemes, words. Compare different sounds.	Sort words according to sounds.	Analyse and compare English with the language being studied. Sort words into categories.
O4.4 Ask and answer questions on several topics	Practise asking and answering questions with a partner. Develop and perform simple role plays.	Use question forms. Identify word classes and understand the function of e.g. verbs.	Ask someone to clarify or repeat. Practise with a friend. Use gesture or mime to show they understand.
L4.1 Read and understand a range of familiar written phrases	Match phrases and short sentences to pictures or themes. Identify non-fiction texts by their style and layout, e.g. a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement.	Apply phonic and whole word knowledge of the foreign language in order to decode text.	Play games to help to remember. Use context and previous knowledge to determine meaning and pronunciation.
L4.2 Follow a short familiar text, listening and reading at the same time	Make links between the spoken and written words. Identify common spelling patterns in letter strings.	Recognise that texts often have the same conventions of style and layout as in English.	Use prior knowledge of text types in English or other languages.
L4.3 Read some familiar words and phrases aloud and pronounce them accurately	Read aloud words which they use on a regular basis, e.g. numbers, days, weather. Pronounce letter strings, words and phrases accurately with good pronunciation.	Use phonic and whole word knowledge to support accurate pronunciation. Recognise the main word classes.	Practise saying new words aloud. Apply previous knowledge and language cues to help understanding and pronunciation.
L4.4 Write simple words and phrases using a model and some words from memory	Write labels for work on wall displays and in their books. Complete a semi-completed e-mail message to someone in a partner school.	Apply phonic and whole word knowledge to write simple words and phrases.	Use spelling strategies appropriately. Use a dictionary or ICT source to look up spellings.

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 4 children should be taught to:	Year 4 children should, for example:	Year 4 children should have opportunities to, for example:	Year 4 children should have opportunities to, for example:
IU4.1 Learn about festivals and celebrations in different cultures	Learn how children of different cultures celebrate special days. Identify similarities and differences. Learn simple phrases to celebrate festivals, drawing on the experience of fellow pupils where possible.	Recognise similarities and differences between languages in the phrases used for celebration.	Read and memorise. Plan and prepare themselves for a language activity.
IU4.2 Know about some aspects of everyday life and compare them to their own	Compare pastimes of children of different cultures and countries. Exchange information with a partner school, e.g. sports, hobbies.	Understand that conventions are respected by native speakers and are important for learners.	Analyse what they need to know in order to carry out a task.
IU4.3 Compare traditional stories	Compare characteristics of simple stories between cultures. Look at the writing system of the language.	Identify a different writing system. Identify narrative forms in a different language and compare to those in English.	Use knowledge of English or another language to help learning and understanding. Make sensible predictions based on previous knowledge and language cues.
IU4.4 Learn about ways of travelling to the country/countries	Revise the location of country/countries where the language is spoken. Identify a route from own locality to specified destination, drawing on the direct experience of pupils where available.	Notice similarities and differences in place names.	Use prior knowledge to support understanding.

Year 5

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 5 children should be taught to:	Year 5 children should, for example:	Year 5 children should have opportunities to, for example:	Year 5 children should have opportunities to, for example:
O5.1 Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts	Focus on correct pronunciation and intonation. Ask and answer questions. Use tone of voice and gesture to help to convey meaning.	Develop accuracy in pronunciation and intonation. Manipulate language by changing a single element in a sentence. Use repair strategies to keep a conversation going.	Integrate new language into previously learnt language. Apply grammatical knowledge to make sentences. Use a word or phrase known in one context or topic in a different topic or context.
O5.2 Understand and express simple opinions	Agree and disagree with statements. Understand and express like and dislikes.	Understand and use negative statements.	Use a physical response. Ask someone to clarify or repeat.
O5.3 Listen attentively and understand more complex phrases and sentences	Understand the main points from speech which includes unfamiliar language.	Recognise different types (register) of language.	Make sensible guesses based on clues. Pick out key words when listening.
O5.4 Prepare a short presentation on a familiar topic	Recall, retain and use words, phrases and sentences. Memorise and present a set of instructions, e.g. a recipe, a weather forecast, instructions for making something, a message, an advertisement.	Apply knowledge of language rules and conventions when building short sentences.	Plan and prepare – analyse what needs to be done to carry out a task. Answer in their heads questions asked to other people.
L5.1 Re-read frequently a variety of short texts	Read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet.	Notice different text types and deal with authentic text.	Use the context of what they see/read to determine some of the meaning.
L5.2 Make simple sentences and short texts	Understand that the order of words in a sentence influences the meaning. Make a sentence using single word cards. Make a short text using word and phrase cards; link to relevant NLS sentence level objectives.	Recognise the typical conventions of word order and compare with English and other languages spoken in the class.	Apply grammatical knowledge to make sentences. Learn a short text by gradually blocking out words.
L5.3 Write words, phrases and short sentences, using a reference source	Choose words, phrases and sentences and write them into a gapped text or as picture captions. Use a bilingual dictionary to check the spelling of familiar words.	Apply phonic and whole word knowledge of the new language in order to locate words in a reference source.	Apply previous knowledge and language cues to help understanding.

Year 5

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 5 children should be taught to:	Year 5 children should, for example:	Year 5 children should have opportunities to, for example:	Year 5 children should have opportunities to, for example:
IU5.1 Look at further aspects of their everyday lives from the perspective of someone from another country	Consider aspects of everyday life of children in their own and different countries. Reflect on cultural issues using empathy and imagination to understand other people's experiences.	Understand that words will not always have a direct equivalent in the language.	Analyse what they need to know in order to carry out a task. Learn why there are two parts to a bilingual dictionary. Use a dictionary to look up spellings.
IU5.2 Recognise similarities and differences between places	Identify geographical features of a contrasting locality. Learn about buildings and places in different countries.	Recognise that languages borrow words from other languages.	Analyse and compare English and the language being learned, and where appropriate with other languages.
IU5.3 Compare symbols, objects or products which represent their own culture with those of another country	Learn about symbols representing their own country, culture and community. Learn about symbols and products from another country and culture.	Notice different text types.	Pronounce/read aloud unknown words. Begin to use a dictionary to find the meanings of new words.

Year 6

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 6 children should be taught to:	Year 6 children should, for example:	Year 6 children should have opportunities to, for example:	Year 6 children should have opportunities to, for example:
O6.1 Understand the main points and simple opinions in a spoken story, song or passage	Listen attentively, re-tell and discuss the main ideas. Agree or disagree with statements made about a spoken passage.	Recognise the importance and significance of intonation.	Ask someone to clarify or repeat. Direct all their attention to what they need in order to understand a spoken or written text. Answer in their heads questions asked to other people.
O6.2 Perform to an audience	Present a short piece of narrative either from memory or by reading aloud from text. Develop a sketch, role-play or presentation and perform to the class or an assembly.	Use knowledge of language to present information and personal ideas.	Use a word or phrase known in one context or topic in a different topic or context. Read and memorise.
O6.3 Understand longer and more complex phrases or sentences	Re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences. Understand and express reasons. Understand the gist of spoken passages containing complex sentences e.g. descriptions, information, instructions.	Notice and manipulate agreements.	Make sensible guesses based on clues. Pick out key words when listening.
O6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories	Participate in simple conversations on familiar topics. Describe incidents or tell stories from their own experience, in an audible voice.	Use knowledge of words, text and structure to make meaning, using simple language spontaneously.	Try to use the language outside of the classroom. Analyse what they need to know in order to carry out a task. Discuss and try out different learning strategies.
L6.1 Read and understand the main points and some detail from a short written passage	Read and respond to e.g. an extract from a story, an e-mail message or song. Give true or false responses to statements about a written passage. Read descriptions of people in the school or class and identify who they are.	Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts. Apply knowledge of word order and sentence construction to support the understanding of written text.	Apply previous knowledge and language cues to help understanding. Work out the meaning by using a range of cues.
L6.2 Identify different text types and read short, authentic texts for enjoyment or information	Read for enjoyment an e-mail message, short story or simple text from the Internet. Read and understand the gist of a familiar news story or simple magazine article.	Use knowledge of the language features, style and layout of different texts to support understanding.	Use the context of what they see/read to determine some of the meaning. Compare techniques for memorising. Practise with a friend.
L6.3 Match sound to sentences and paragraphs	Use punctuation to make a sentence make sense. Listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. Apply most words correctly	Apply knowledge of word order and sentence construction to support the understanding of written text.	Apply prior knowledge of sound/spelling system to recognise the written word. Use known rules to sequence words into sentences.

Year 6

Learning Objectives	Learning Opportunities (These are designed to be viewed together not in isolation)	Knowledge About Language	Language Learning Strategies
Year 6 children should be taught to:	Year 6 children should, for example:	Year 6 children should have opportunities to, for example:	Year 6 children should have opportunities to, for example:
L6.4 Write sentences on a range of topics using a model	Construct a short text, e.g. create a PowerPoint presentation to tell a story or give a description.	Apply knowledge of words and text conventions to build meaningful sentences and short texts.	Analyse what they need to know in order to carry out a task. Use a dictionary/ICT resource to look up spellings.
IU6.1 Compare attitudes towards aspects of everyday life	Recognise similarities and differences in attitudes amongst children in different cultures. Learn about role models for children in different cultures.	Devise questions for authentic use.	Analyse what they need to know in order to carry out a task. Use a dictionary to look up spellings.
IU6.2 Recognise and understand some of the differences between people	Discuss similarities and differences between the cultures they have learned about. Recognise and challenge stereotypes.	Recognise that languages have different ways of expressing social relationships.	Discuss with a friend and devise role-plays.
IU6.3 Present information about an aspect of culture	Perform songs, plays, dances. Use ICT to present information having a greater sense of audience.	Create spoken and written language using simple sentences.	Plan and prepare themselves for a language activity. Begin to use a dictionary to find the meanings of new words. Record themselves showing an awareness of audience.