

	Listening	Speaking	Reading	Writing	Grammar	Cultural Understanding
Y3 KPIs "The child ..."	Listen and respond to familiar spoken words and phrases including simple classroom instructions. Know numbers 1-20, own birthday, and begin to understand numbers from 20 – 31.	Communicates with others using simple words, phrases and short sentences. Knows and uses simple greetings. Asks and answers questions on a limited range of topics. Expresses simple likes and dislikes.	Show awareness of sound-spelling links. Reads and understands familiar nouns and some other familiar words in short texts. Read aloud part of a simple conversation using familiar language or part of a familiar text (in a group).	Writes some familiar simple words using a model or from memory. Writes one or two simple sentences, using a model or writing frame. Completes a simple cloze/gap text with familiar words.	Understands that nouns have a gender, and can match the correct definite/indefinite article to familiar nouns. Can form the negative with familiar vocabulary. Understands the position of adjectives in some simple phrases.	Knows some similarities and differences in social conventions between culture studied and own. Knows the country or countries where the language is spoken.
Y4 KPIs "The child ..."	Listen for specific phonemes, words and phrases in a short text. Knows numbers 1 – 31 and multiples of 10 up to 100. Understands some simple sentences using familiar vocabulary. Understands a wider range of classroom instructions.	Asks and answers a wider range of questions, using 1st, 2nd, 3rd person singular. Recites a few lines from a story, poem or song with good pronunciation. Knows and uses some familiar nouns, verbs and adjectives to talk about themselves, animals, story characters, colours, body parts, etc. Expresses preference about what they like and dislike.	Reads and understands familiar short simple texts and is able to extract information to give simple answers in the target language and more complex answers in English. Applies phonic knowledge to support reading aloud with increasingly accurate pronunciation and uses strategies to work out meaning of new words. Understands symbols such as accents, cedillas and umlauts affect the pronunciation of words.	Writes two to three simple sentences from memory, with the aid of a word bank. Writes a short text using a model. Applies phonic knowledge to support writing.	Understands that articles change according to noun gender and whether it is singular or plural. Can place familiar adjectives in the correct order. Shows an understanding of 1st, 2nd and 3rd person in present tense singular. Forms the negative to answer simple questions.	Knows about some celebrations in the culture studied. Can compare aspects of everyday life at home and abroad.
Y5 KPIs "The child ..."	Listens attentively and understands more complex phrases and sentences, and identifies specific sounds in familiar and unfamiliar words. Knows numbers to 50 and is becoming familiar with numbers to 100. Follows instructions and directions. Recognises letters of the alphabet.	Takes part in short conversations using familiar structures and vocabulary using simple conjunctions to build complex sentences. Gives simple instructions and directions. Uses the alphabet with increasing accuracy. Has the vocabulary to give the opinions they want to express. Asks and answers questions in 1st, 2nd, 3rd person, singular and plural.	Reads and understands a variety of short simple texts in different formats and in different contexts. Uses correct pronunciation and intonation. Can work out a short text containing familiar and unfamiliar language, and applies phonic knowledge to new words. Attempts pronunciation of words with accents, cedillas and umlauts.	Writes short texts using a model. Writes two or three sentences from memory using familiar language, and up to four sentences using a word/phrase bank linked to a recent area of learning. Uses simple conjunctions to form complex sentences.	Is beginning to form the future tense. Understands the word order of familiar adjectives and applies correct endings, singular and plural, with increasing accuracy. Uses the correct article and word ending to indicate possession.	Identifies similarities and differences in everyday life between the culture studied and own. Knows some similarities and differences between contrasting localities. Recognises that symbols, products and objects can represent the culture/cultures of a country. Recognises that aspects of the culture of one country can become incorporated into the daily life of another.
Y6 KPIs "The child ..."	Understands the main points, simple opinions and more complex phrases in spoken sources. Understands numbers in context. Understands the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. Follows a wide range of classroom instructions.	Has begun to use the past tense. Can give a description. Seeks clarification of meaning. Expresses and justifies opinions. Initiates and sustains simple conversations. Uses transactional language.	Reads aloud with expression, using phonic knowledge to attempt unfamiliar vocabulary. Understands the key points and some detail in texts with familiar subjects, giving simple answers in French and more complex answers in English. Pronounces words with accents, cedillas and umlauts, correctly.	Can write a short text on a familiar topic using a model and a few sentences/short paragraph from memory. Uses adjectives, some simple adverbs and some understanding of different tenses. Demonstrates some understanding of noun gender, plurals, word order and high-frequency subject/verb agreement.	Can identify tenses. Understands gender in singular and plural nouns. Uses high frequency adjectives with accuracy. Applies understanding of conjugation to two or three familiar verbs in the present tense.	Demonstrates understanding of and respect for cultural diversity. Understands some key aspects of the culture studied and how it relates to their own.