

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1 National Curriculum		KS2 National Curriculum <i>Listen attentively to spoken language and show understanding by joining in and responding</i> <i>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> <i>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</i> <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i> <i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</i> <i>Present ideas and information orally to a range of audiences*</i> <i>Read carefully and show understanding of words, phrases and simple writing</i> <i>Appreciate stories, songs, poems and rhymes in the language</i> <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> <i>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> <i>Describe people, places, things and actions orally* and in writing</i> <i>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and</i>			

			<i>patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</i>			
U N I T S	<i>Salutations?</i> <i>(for when/if they give it a go)</i>	<i>Colours and numbers?</i> <i>(for when/if they give it a go)</i>	<i>Salutations?</i> <i>Colours and numbers?</i> I am learning.... Animals Shapes The fruits <i>Phonics lesson 1</i>	Presenting myself Family In class The vegetables <i>Phonics lesson 2</i>	Date My home Pets Weather <i>Phonics lesson 3</i>	At school Weekend Clothes Me in the world <i>Phonics lesson 4</i>

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R E A D I N G	<p>Children can:</p> <p>Be able to identify written versions of the words I hear</p>	<p>Children can:</p> <p>Being able to identify the written version of a wider range of the words I hear</p>	<p>Children can:</p> <p>Read familiar words and short phrases accurately by applying knowledge from phonics lesson 1</p> <p>Understand the meaning in English of short words I read in the foreign language</p>	<p>Children can:</p> <p>Read aloud short pieces of text applying knowledge learnt from phonics lessons 1 & 2</p> <p>Understand most of what we read in the foreign language when it is based on familiar language</p>	<p>Children can:</p> <p>Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context.</p> <p>Increase knowledge of phonemes and letter strings using knowledge learnt from phonics lessons 1-3</p>	<p>Children can:</p> <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from phonics lessons 1 to 4 including awareness of accents, silent letters etc</p> <p>Decode unknown language using bilingual dictionaries</p>

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W R I T I N G	<p>Children can:</p> <p>Consolidate letter formation skills by copying words in the foreign language from a model</p>	<p>Children can:</p> <p>Start to reproduce nouns and determiners/articles from a model</p>	<p>Children can:</p> <p>Write familiar words and short phrases using a model or vocabulary list e.g. I play the piano</p>	<p>Children can:</p> <p>Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate e.g. my name, where I live and my age</p>	<p>Children can:</p> <p>Write a paragraph using familiar language incorporating connectives/ conjunctions, a negative response and adjectival agreement where required.</p> <p>Learn to manipulate the language and be able to substitute words for suitable alternatives e.g my name, my age, where I live, a pet I have, a pet I don't have and my pets name</p>	<p>Children can:</p> <p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered</p> <p>Start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives e.g. a presentation or description of a typical school day including subjects, time and opinions</p>

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G R A M M A R	<p>Children can:</p> <p>Start to understand that foreign languages can have different structures to English</p>	<p>Children can:</p> <p>Start to understand that foreign languages can have different structures to English e.g many nouns have a determiner/article in foreign languages which we don't have in English</p>	<p>Children can:</p> <p>Start to understand the concept of noun gender and the use of articles.</p> <p>Use the first person singular version of high frequency verbs e.g. 'I like...' 'I play...' 'I am called...'</p>	<p>Children can:</p> <p>Better understanding the concept of gender and which articles to use for meaning (e.g. 'the', 'a' or 'some')</p> <p>Introduce simple adjectival agreement (e.g. adjectival agreement when describing nationality) the negative form and possessive adjectives e.g. 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Children can:</p> <p>Revision of gender and nouns and learn to use and recognise terminology of articles(e.g. definite, indefinite and partitive)</p> <p>Understand better the rules of adjectival agreement and possessive adjectives</p>	<p>Children can:</p> <p>Consolidate our understanding of gender and nouns, use of negative, adjectival agreement and possessive adjectives (e.g. which subjects I like at school and also which subjects I do not like)</p> <p>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular e.g. 'to go', 'to do' 'to have' and 'to be'</p> <p>Start to explore full verb conjugation (e.g. 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour e.g. 'My blue coat</p>

