

	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>			

			<p><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></p>				
U N I T S	<p><i>Salutations?</i> <i>(for when/if they give it a go)</i></p>	<p><i>Colours and numbers?</i> <i>(for when/if they give it a go)</i></p>	<p><i>Salutations?</i> <i>Colours and numbers?</i> I am learning.... Animals Shapes The fruits <i>Phonics lesson 1</i></p>	<p>Presenting myself Family In class The vegetables <i>Phonics lesson 2</i></p>	<p>Date My home Pets Weather <i>Phonics lesson 3</i></p>	<p>At school Weekend Clothes Me in the world <i>Phonics lesson 4</i></p>	

SPEAKING & LISTENING	<p>Children can:</p> <p>Appreciate and actively participate in traditional short stories and fairytales</p> <p>Learn to repeat and reproduce the language I hear with accurate pronunciation</p>	<p>Children can:</p> <p>Appreciate short stories and fairy tales and start to understand some of the familiar words in what we hear</p> <p>Learn to articulate key words introduced in the lesson and understand their meaning</p>	<p>Children can:</p> <p>Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases covered in the units taught</p> <p>Communicate with others using simple words and short phrases covered in the units</p>	<p>Children can:</p> <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required</p>	<p>Children can:</p> <p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed</p> <p>Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</p>	<p>Children can:</p> <p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered</p> <p>Learn to recall previously learnt language and recycle/incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate</p>
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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>

