

	LKS2	UKS2
Listening	Identify phonemes, words and phrases in songs, stories and rhymes.	Understand that some sounds and letter combinations need to be said and written differently to English
	Recognise numbers 1 – 31 and multiples of 10 up to one hundred in prices, dates, maths activities, telling the time.	Understand numbers in context e.g. the year, 24 hour clock, quantities
	Listen to up to three simple sentences using familiar vocabulary and answer questions in English e.g. How old is Nicole?	Listen to longer texts (in Y6, children should be listening to texts read by people other than their teacher), identifying key points and some detail.
		Understand the main points and simple opinions in spoken sources e.g. story, song or passage.
	Respond to a wider range of classroom instructions e.g. open the window/door; you are going to work in groups; I'd like 2 volunteers; put your hand up when you hear the sound.	Follow a wide range of classroom instructions.
	Enjoy listening to songs, rhymes and stories.	Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7
Speaking	Communicate by asking and answering a wider range of questions and presenting short pieces of information .	Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience
	Express preference about what they like e.g. food, animals, colours.	Express and justify opinions e.g. I like netball because it's fun
	Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.	Present simple information on a familiar topic to the class. Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.
	Explore the patterns and sounds of language to help develop	Seek clarification of meaning: How is that written in

	accurate pronunciation and intonation.	French/Latin/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?
	Recall and use simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes.	Give a description e.g. of a town, geographical features in a country.
	Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand.	Use a range of questions and statements spontaneously to seek clarification and help. Take part in a simple conversation, ask and answer questions and express opinions.
	Join in speaking activities willingly and confidently.	Use spoken language confidently to initiate and sustain a simple conversation.
	Recite a few lines from a story, poem or song with good pronunciation	
	Begin to use pronouns	
	Begin to use simple conjunctions e.g. I have brown eyes and black hair	
	Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.	Understand and use numbers to 50 accurately and in context e.g. saying the year, 24- hour clock, quantities.
		Understand and use transactional language e.g. in a café
	Ask and answer questions in 1st, 2nd, 3rd person singular.	Understand and begin to use the past tense to describe events in simple terms e.g. I ate / drank ... / drunk.
		Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense
		Use peer- and self-assessment strategies to support language learning
Reading	Read and understand familiar written words, phrases and short texts made of simple sentences.	Read and understand the main points and some detail from a short written passage.
	Read a wider range of words, phrases and sentences aloud.	Read aloud from a text with good expression.

	Follow text on the page or IWB while listening and reading at the same time.	In groups, read: simple play scripts, poems, their own written work such as geographical features in a country, description of a town.
	Follow a text such as a song or poem whilst listening to it at the same time	
	Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.	Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article
	Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.	Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.
	Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.	Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.
	Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.	Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.
	Use strategies to work out meaning of new words.	Find the meaning of new words by using a bilingual dictionary.
	Begin to use a bilingual dictionary to check the meaning of new words	
Writing	Write a short text using a model	Write sentences and construct short texts using a model.
	Write a few sentences using word banks and writing frames for support.	Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.
	Write a few simple sentences from memory	Write a few sentences from memory, using knowledge of words, text and structure.
	Apply phonic knowledge to support writing	
	Write a few simple sentences using a word bank to describe for example a sports star e.g. lives in London. She is 22 years old. She likes dancing.	Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email

	Write two to three simple sentences from memory and know how to apply strategies to help them with memorisation.	Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives.
	Begin to use pronouns.	Use adjectives to add interest and detail to a description.
		Use some simple adverbs to make sentences more interesting.
		Show some understanding of past and future tense.
	Experiment with writing new words.	Use peer and self-assessment strategies to support language learning.
Grammar	Select the correct form of adjective to describe masculine and feminine nouns.	Use high frequency adjectives with reasonable accuracy, ie word order and endings.
	Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.	
	Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.	Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat.
		Show some understanding of past and future tense in spoken and written work
		Apply understanding of conjugation to two or three familiar verbs in the present tense
		Identify tenses from a selection of sentences written in the present, past and future tense.
	Understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural.	Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.
	Begin to use pronouns e.g. The prince is handsome. He loves the princess. [yuk!]	
Form the negative to give answers to simple questions about		

	likes/dislikes e.g. I don't like with increasing accuracy.	
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