



| | By the end of Year 3 | By the end of Year 4 | By the end of Year 5 | By the end of Year 6 |
|---------------------------------|---|--|--|--|
| Speaking & Listening | <p>Children can...</p> <ul style="list-style-type: none"> Repeat modelled words Listen and show understanding of single words through physical responses Name objects and actions Recognise a familiar question and respond with a simple rehearsed response Ask a simple and familiar question Use familiar vocabulary to say a short sentence using a scaffold Identify individual sounds in words and pronounce accurately Recognise and pronounce some letter strings in familiar words Orally present simple modelled and rehearsed words and statements to partner Say simple phrases to describe people and things with scaffolding to include a simple adjective Begin to use co-ordinating conjunction 'and' | <p>Children can...</p> <ul style="list-style-type: none"> Repeat modelled short phrases Listen and show understanding of short phrases through physical response Express simple opinions such as likes, dislikes and preferences Ask and answer at least two simple and familiar questions with a response Name a wider variety of objects and actions Use familiar vocabulary to say simple and compound sentences e.g. Peter likes coffee and Jane likes tea. To introduce more detail in spoken sentences e.g. wider range of adjectives, propositions Recognise and pronounce a wider range of individual sounds and letter strings with greater confidence Adapt intonation to ask questions Orally present familiar words and phrases to a partner or group Use adjectives in two short sentences to describe people, places, things and actions | <p>Children can...</p> <ul style="list-style-type: none"> Listen and show understanding of simple sentences containing familiar words through physical response Listen and understand some points from short spoken material Engage in short conversations using a range of simple, familiar questions Ask and answer more complex questions using a scaffold of responses Use familiar words and phrases to say several longer sentences using a scaffold Pronounce familiar words accurately using knowledge of letter strings and observing silent letter rules Apply and pronounce accent sounds confidently Adapt intonation for exclamations and instructions Use familiar words and phrases to present ideas and information in simple sentences Say several sentences using adjectives to describe people, places, things and actions Begin to orally construct complex sentences using subordination e.g. because | <p>Children can...</p> <ul style="list-style-type: none"> Listen and understand the main points and some detail from a short spoken material Ask and answer more complex questions with greater independence Orally express a wider range of sentences (including opinions) and begin to provide simple justifications using subordination e.g. I really like visiting museums because it's interesting. Have a brief conversation without prompts Use familiar words and phrases to say several longer sentences with greater independence the pronunciation of unfamiliar words using knowledge of letter strings and silent letter rules Recognise when to adapt intonation Present information, without prompts, to a group. Use a dictionary to extend vocabulary to orally describe people, places, things and actions. |
| | <p>Children know...</p> <ul style="list-style-type: none"> That many sounds in the French alphabet are different to English sounds At least half of the sounds in the French alphabet | <p>Children know...</p> <ul style="list-style-type: none"> <i>All the sounds in the French alphabet YES – IN ORDER TO MOVE ONTO PRONOUNCING ACCENTS IN YEAR 5 – THEY NEED TO BE ABLE TO PRONOUNCE ALL LETTERS IN THE FRENCH ALPHABET</i> | | |



| | By the end of Year 3 | By the end of Year 4 | By the end of Year 5 | By the end of Year 6 |
|--------------------------------------|---|---|--|---|
| Reading & Writing | <p>Children can...</p> <ul style="list-style-type: none"> • Read and show understanding of familiar single words • Use strategies for memorisation of vocabulary • Make links with English or known language to work out meaning of new words • Write single familiar words from memory which can be recognised • Begin to write familiar short phrases from memory which can be recognised • Copy simple familiar words to describe people, places, things and actions using a model • Write simple phrases that contain an adjective to describe people, places, actions and things using a model. | <p>Children can...</p> <ul style="list-style-type: none"> • Read and show understanding of simple phrase and sentences containing familiar words • Use context to predict meaning of new words • Begin to use bi-lingual dictionary to find meaning of unfamiliar words or translate • Write familiar short phrases with accuracy • Replace familiar vocabulary in accurate short phrases written from memory to create new short phrases • Write one or two simple sentences to describe people, places, actions and things with greater independence • Begin to write compound sentences with scaffold | <p>Children can...</p> <ul style="list-style-type: none"> • Read and show understanding of simple sentences containing familiar and some unfamiliar language • Read and understand the main points from short written material with scaffold • Use a range of strategies to determine the meaning of new words (links with known language, origin <i>[etymology]</i>, context) • Write a simple sentence from memory accurately. • Adapt a simple sentence written from memory with familiar language with understandable accuracy • Write simple and compound sentences containing adjectives to describe people, places, things and actions. • Begin to write complex sentences using subordination | <p>Children can...</p> <ul style="list-style-type: none"> • Read and understand the main points from short written material • Read and understand some detail from short written material using dictionary • Use strategies with greater accuracy to determine meaning of unfamiliar words • Use bi-lingual dictionary to translate and extend written vocabulary • Write several sentences from memory with familiar language accurately • Adapt familiar complex sentences written from memory to create new sentences with understandable accuracy. • Write using a variety of sentences and a wider range of descriptive language to describe people, places, things and actions |
| Stories, songs, poems, rhymes | <p>Children can...</p> <ul style="list-style-type: none"> • Listen and identify specific words in songs and rhymes and demonstrate understanding • Join in with actions to familiar songs and rhymes | <p>Children can...</p> <ul style="list-style-type: none"> • Listen and identify specific phrases in songs and rhymes and demonstrate understanding • Join in with words and actions to familiar songs and rhymes | <p>Children can...</p> <ul style="list-style-type: none"> • Listen and identify rhyming words and specific sounds in songs and rhymes • Follow the text of familiar songs and rhymes and begin to identify the meaning of words (links with known language, origin <i>[etymology]</i>, context) • Follow the text of a familiar song or story | <p>Children can...</p> <ul style="list-style-type: none"> • Follow the text of familiar songs and rhymes and identify the meaning of words with greater accuracy (links with known language, origin <i>[etymology]</i>, context) • Understand the gist of an unfamiliar song or story. |



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| Grammar | <p>Children can...</p> <ul style="list-style-type: none"> • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. • Notice differences in word order • Begin to understand how to form the negative. | <p>Children can...</p> <ul style="list-style-type: none"> • Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. • 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. • Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like ... with increasing accuracy. • Begin to use pronouns • Begin to explore conjugation for verb 'to go' • Use co-ordinating conjunctions to form compound sentences • Begin to use past tense | <p>Children can...</p> <ul style="list-style-type: none"> • Explain confidently the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy • Start to apply correct endings to a few possessive articles (my, yours, his, hers) • Create simple sentences about the future. • Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense • Explain confidently how to form the negative • Begin to understand how to use the correct form of 'some' • Begin to use subordinate conjunctions to form complex sentences e.g. because | <p>Children can...</p> <ul style="list-style-type: none"> • Understand the importance of gender in singular and plural • Show some understanding of past and future tense in spoken and written work • Use high frequency adjectives with reasonable accuracy i.e. word order and endings • Apply understanding of conjugation to two or three familiar verbs in the present tense. • Use extended noun phrases to describe in greater detail • Confidently use subordinating conjunctions |