

	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> S & L - can memorise and present a short spoken text. S & L - can use short phrases to express personal responses for example, likes, dislikes and feelings. 	<ul style="list-style-type: none"> S & L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. S & L - can use generally accurate pronunciation when reading aloud or using familiar words or phrases. 	<ul style="list-style-type: none"> S & L - can tell simple stories in the language. S & L - can find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. S & L - can take part in short conversations, seeking and conveying information and opinions in simple terms. 	<ul style="list-style-type: none"> S & L - can refer to recent experiences or future plans, as well as everyday activities and interests. S & L - can prepare a short presentation to describe people, places, things or actions.
Listening	<ul style="list-style-type: none"> S & L - can listen to and respond to simple rhymes, stories and songs. S & L - can recognise and respond to sound patterns and words. S & L - can respond to topic related questions with a simple answer. S & L - can understand instructions, everyday classroom language and praise words. 	<ul style="list-style-type: none"> S & L - can identify and note the main points of a short spoken passage. S & L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements. 	<ul style="list-style-type: none"> S & L - can participate in a conversation, where they can ask questions, respond to others and seek help S & L - can identify and note the main points and specific details, including opinions in longer spoken passages. 	<ul style="list-style-type: none"> S & L - can generate questions about the topics covered. S & L - can use accurate pronunciation in spoken tasks and use intonation to make his/her meaning clear.
Reading	<ul style="list-style-type: none"> R - can read aloud a familiar sentence, rhyme or poem. R - can use a bilingual dictionary or glossary to look up new words. 	<ul style="list-style-type: none"> R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed. R - can use sounds to help identify written words. 	<ul style="list-style-type: none"> R - can use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean. R - can identify examples of basic grammatical rules in the chosen language e.g. Feminine, masculine. . 	<ul style="list-style-type: none"> R - can read a variety of fiction and non-fiction and glean information from them. R - can read a text in the language and explain the main points and some smaller details.
Writing	<ul style="list-style-type: none"> W - can write words and short phrases from memory with comprehensible spelling. 	<ul style="list-style-type: none"> W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts. W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work. 	<ul style="list-style-type: none"> W - can adapt his/her recalled phrases to create new sentences and express ideas clearly 	<ul style="list-style-type: none"> W - can produce short pieces of W -, in simple sentences, that seek and convey information and opinions. W - can demonstrate an understanding of basic grammatical rules for the language in his/her written work.

S & L - can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.

S & L - can identify and note the main points of a short spoken passage.

S & L - can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.

S & L - can use generally accurate pronunciation when R - aloud or using familiar words or phrases.

R - can use sounds to help identify written words.personal responses for example, likes, dislikes and feelings.

W - can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.

W - is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work.

S & L - can listen to and respond to simple rhymes, stories and songs.

S & L - can recognise and respond to sound patterns and words.

S & L - can respond to topic related questions with a simple answer.

S & L - can understand instructions, everyday classroom language and praise words.

S & L - can memorise and present a short spoken text.

S & L - can use short phrases to express

R - can understand short texts and dialogues, made up of familiar language, printed in books or word processed.

R - can read aloud a familiar sentence, rhyme or poem.

R - can use a bilingual dictionary or glossary to look up new words

W - can write words and short phrases from memory with comprehensible spelling.