

	Year 1 and 2	Year 3	Year 4	Year 5	Year 6
Oracy Speaking & Listening	<p>KS1 Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles. Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies</p>	<p>LKS2 Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy. Pupils move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations</p>		<p>UKS2 Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. There is also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language.</p>	
	<ul style="list-style-type: none"> - Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear. (L) - Learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate key words introduced in the lesson and understand their meaning (S) 	<ul style="list-style-type: none"> - Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught (L) - Communicate with others using simple words and short phrases covered in the units. (S) 	<ul style="list-style-type: none"> - 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. (L) - 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 (S) 	<ul style="list-style-type: none"> - 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 (L) - Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity (S) 	<ul style="list-style-type: none"> - 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 (L) - 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 (S)

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Literacy Reading and Writing	<p>KS1</p> <ul style="list-style-type: none"> - Pupils learn to gist read by "hunting" for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles) 	<p>LKS2</p> <ul style="list-style-type: none"> - Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with. - Pupils will now be able to start writing full sentences with increased ease and improved accuracy. - Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory 		<p>UKS2</p> <ul style="list-style-type: none"> - Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. - Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. 	

	<ul style="list-style-type: none"> - Consolidate letter formation skills by copying words in the foreign language from a model. - Start to reproduce nouns and determiners/articles from a model (W) - Being able to identify the written version of a wider range of the words I hear. (R) 	<ul style="list-style-type: none"> - Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples' (W) - Read familiar words and short phrases accurately by applying knowledge. - Understand the meaning in English of short words they read in the foreign language. (R) 	<ul style="list-style-type: none"> - Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age (W) - Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.(R) 	<ul style="list-style-type: none"> - Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. (W) - Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt (R) 	<ul style="list-style-type: none"> - 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. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions (W) - 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. - Decode unknown language using bilingual dictionaries (R)
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Grammar	<p>KS1</p> <p>To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge & recall of 1st person singular of high frequency verbs.</p>	<p>LKS2</p> <p>To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To learn how to use conjunctions /Connectives.</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative.</p> <p>To introduce the concept of whole regular verb conjugation</p>		<p>UKS2</p> <p>Children taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions also explaining WHY.</p> <p>Pupils will be introduced to the concept of whole irregular verb conjugation and exploring other verbs like to have and to be in the irregular verb unit.</p>	
	<p>- Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English</p>	<p>- Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>- Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>- Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>- Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>- Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'</p>	<p>- Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: 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. EG: 'to go', 'to do', 'to have' and 'to be'.</p>

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Songs, stories and poems	KS1	LKS2		UKS2	
	Join in with actions to accompany familiar songs, stories and rhymes. Join in with words of a song or storytelling	Listen and identify specific words in songs and rhymes and demonstrate understanding.	Listen and identify specific phrases in songs and rhymes and demonstrate understanding	Listen and identify rhyming words and specific sounds in songs and rhymes. Follow the text of a familiar song, poem or story. Follow the text of a familiar song, poem or story and sing or read aloud.	Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. Understand the gist of an unfamiliar song, poem or story using familiar language and sing or read aloud. Follow the text of familiar songs and rhymes, identifying the meaning of words.

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Intercultural Understanding	<p>KS1</p>	<p>LKS2</p> <p>Learning a language arouses children’s interest and curiosity in their own identities and helps them to see the relationships between their lives and those of others, they think about the linguistic diversity of their own school and talk about the languages they would like to learn.</p> <p>They find out where the language they are learning is spoken.</p> <p>Children reflect upon celebrations in which they participate at home, at school and in the wider community, and discuss the similarities with celebrations in other cultures. They compare aspects of everyday life at home and abroad, e.g., sports and hobbies, with children from other countries.</p>		<p>UKS2</p> <p>Children discuss aspects of daily life which they have in common with children in different countries. They look at the similarities and differences between their own locality and that of another country. Children also learn about symbols, objects and products that represent countries.</p> <p>Children compare attitudes of different cultures. They discuss stereotypes and reflect on the importance of developing tolerance and understanding between people. They celebrate their understanding and knowledge with others.</p>	
	<ul style="list-style-type: none"> - Children develop a greater understanding of their own lives in the context of exploring the lives of others. - They learn to look at things from another’s perspective, giving them insight into the people, culture and traditions of other cultures. Children become more aware of the similarities and differences between peoples, their daily lives, beliefs and values. 	<ul style="list-style-type: none"> - Appreciate the diversity of languages spoken within their school - Talk about the similarities and differences of social conventions between different cultures. - Identify the country or countries where the language is spoken. - Have some contact with the country/countries. - Recognise a children’s song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> - Talk about celebrations of which they have experience - Know about similar celebrations in other cultures - Compare aspects of everyday life at home and abroad - Identify similarities in traditional stories 	<ul style="list-style-type: none"> - Identify similarities and differences in everyday life - List some similarities and differences between contrasting localities - Recognise how symbols, products, objects can represent the culture/cultures of a country - Recognise how aspects of the culture of different countries become incorporated into the daily life of others 	<ul style="list-style-type: none"> - Demonstrate understanding of and respect for cultural diversity - Present information about an aspect of another country.