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|  | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Speaking** |  | Listen to songs and rhymes and show understanding by joining in and responding  Can say and repeat single words and short simple phrases. | | |  | | --- | | Speak in sentences, using familiar vocabulary, phrases and basic language structures  Develop accurate pronunciation and intonation so that others understand  Present ideas and information orally to a range of audiences  Describe people, places, things and actions orally.  Can say and repeat single words and short simple phrases.  Can answer simple questions and give basic information.  Can ask and answer simple questions and talk about interests. |  |  | | --- | |  | | | Engage in conversations (with confidence)  Ask and answer questions and give basic information.  Express opinions  Continue to develop accurate pronunciation and intonation  Speak in sentences using a wider range of familiar vocabulary, phrases and basic language structures  Can take part in a simple conversation and express opinions.  Can give a short prepared talk on a topic of choice, including expressing opinions and answering simple questions. | |
| **Listening** |  | Listen to a songs and rhymes  Explore the patterns and sounds of language  Can understand a few familiar spoken words and phrases | | Listen attentively to spoken language and show understanding by joining in and responding  Ask and answer questions  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  Can understand a range of familiar spoken phrases  Can understand the main points from a short spoken passage made up of familiar language, even if need to listen several times to get information needed. | | Listen attentively to spoken language and show understanding by joining in and responding  Ask and answer questions  Respond to opinions of others  Can understand the main points and some of the detail from a spoken passage made up of simple sentences.  Beginning to understand that main points and opinions in spoken passages made up of familiar material from various contexts. | |
| **Reading** |  |  | | Appreciate stories, songs, poems and rhymes  Can recognise and read out a few familiar words and phrases.  Can understand and read out familiar written phrases. | | Broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary  Can understand the main points from a short written text in clear printed script. In familiar contexts. | |
| **Writing** |  |  | | Describe people, places, things and actions in writing  Can write or copy simple words or symbols correctly.  Can write one or two short sentences to a model and fill in the words on a simple form.  Can write a few simple sentences with support, using expressions that have already been learnt. | | * Write phrases from memory and adapt these to create new sentences to express ideas clearly * Write in sentences using a wider range of familiar vocabulary, phrases and basic language structures * Can write a few simple sentences (with support), using expressions that have already been learnt. * Can write a short text on a familiar topic, adapting language that has already been learnt. | |
| **Phonics and spelling** |  |  | | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  Develop familiarity with phonic system and how to pronounce some graphemes in French | |  | |
| **Vocabulary** |  |  | | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words | |  | |
| **Grammar** |  |  | | Understand basic grammar: including masculine and feminine forms; conjugation of high frequency verbs in present tense,  Understand key features and patterns of the language and how to apply these to build sentences and how these differ or are similar to English. Eg. Verb followed by adjective | | As year 3 and 4, but with introduction of simple future and past tenses. Use of adverbs  When listening should be able to recognise the difference between past, present and future events and aware of simple forms of the verb tenses. | |

Objectives from new curriculum