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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 respondingCan say and repeat single words and short simple phrases. |

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| Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understandPresent ideas and information orally to a range of audiencesDescribe 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. |

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 | Engage in conversations (with confidence)Ask and answer questions and give basic information.Express opinionsContinue to develop accurate pronunciation and intonationSpeak in sentences using a wider range of familiar vocabulary, phrases and basic language structuresCan 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 rhymesExplore the patterns and sounds of languageCan understand a few familiar spoken words and phrases | Listen attentively to spoken language and show understanding by joining in and respondingAsk and answer questionsExplore 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 respondingAsk and answer questionsRespond to opinions of othersCan 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 rhymesCan 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 dictionaryCan understand the main points from a short written text in clear printed script. In familiar contexts. |
| **Writing** |  |  | Describe people, places, things and actions in writingCan 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.
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| **Phonics and spelling** |  |  | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of wordsDevelop 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 adverbsWhen 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