

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>Appreciate and participate in traditional songs and fairy tales.</p> <p>Begin to understand simple questions and short statements.</p>	<p>Appreciate songs and fairy tales, starting to understand some of the familiar words in what they hear.</p> <p>Begin to understand a range of familiar questions and short statements.</p>	<p>Repeat words modelled by a teacher, showing understanding with an action.</p> <p>Children can understand and recognise familiar words and short phrases.</p> <p>Listen to and appreciate short stories, nursery rhymes and songs.</p>	<p>Listen to spoken language and show understanding by joining in and responding (e.g with an action)</p> <p>Listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current and previous units.</p>	<p>Begin to show understanding of more complex sentences, picking out specific vocabulary.</p> <p>Listen to longer passages and understand more of what is heard, even when some of the language may be unfamiliar, by using the decoding skills we have developed.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Listen to longer texts and more authentic foreign material, picking out cognates and familiar words.</p> <p>Learn to 'gist listen' even when hearing language that has not been taught or covered.</p>

<p>Speaking</p>	<p>Children start to repeat and reproduce the language they hear with accurate pronunciation.</p> <p>Support may be needed from a spoken model or visual cues.</p>	<p>Learn to articulate the key words introduced in the lesson and understand their meaning.</p> <p>Pronunciation may be approximate and may need support from a spoken model.</p>	<p>Learn specific vocabulary; developing accuracy in pronunciation by listening to and repeating recordings of authentic speakers (language angels).</p> <p>Communicate with others by asking a familiar question and responding with a simple answer.</p> <p>Can name and describe people.</p>	<p>Use familiar phrases to communicate with others; developing accuracy when pronouncing phrases by listening to and repeating recordings of authentic speakers.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> <p>Can name and describe a place.</p> <p>Can name and describe an object.</p> <p>Can start speaking sentences.</p>	<p>Can produce short phrases independently within a familiar topic, with good pronunciation and increased confidence and spontaneity.</p> <p>Children can ask and answer questions on the current topic.</p> <p>Can hold a simple conversation with at least 3 exchanges.</p>	<p>Children can speak in longer sentences, learning to use particular sentence structures more flexibly to create their own sentences.</p> <p>Children can ask and answer questions on the current and previously learnt topics, with increased speed and spontaneity.</p> <p>Children can engage in short scripted conversations, with at least 4 exchanges. Responding with opinions and justifications where appropriate.</p>
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<p>Reading</p>	<p>Students begin to read written versions of the words they hear.</p>	<p>Students begin to read written versions of a wider range of words they hear.</p> <p>Read aloud single words and phrases.</p>	<p>Begin to read single words and short phrases accurately.</p> <p>Can identify and explain the main points in a short passage.</p>	<p>Recognise simple written phrases and understand a range of familiar written phrases.</p> <p>Can independently read and understand a short passage using familiar language, explaining the main points.</p> <p>Can use a bilingual dictionary or glossary to look up new words.</p>	<p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic, including a short story or factual text.</p> <p>Can use the context to work out unfamiliar words.</p>	<p>Practice reading longer texts aloud, understanding sentences made up of familiar language.</p> <p>Read and show understanding of a piece of writing based on the current topic, including a short story or factual text.</p> <p>Can use the context to work out unfamiliar words alongside a dictionary or word list.</p>
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Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns from a model.	<p>Write familiar words and short phrases using a model or vocabulary list.</p> <p>Children can write some single words from memory, with reasonable spelling.</p> <p>Can write what they like/dislike - singular.</p>	<p>Write familiar words and several short phrases.</p> <p>Children can write short phrases from memory, with understandable spelling</p> <p>Children can say what they like/dislike- singular and plural.</p>	<p>Write longer sentences using familiar language.</p> <p>Children can write short phrases using familiar language, substituting words for suitable alternatives. E.g: My name, my age, where I live, my birthday.</p>	<p>Write longer sentences using familiar language.</p> <p>Children can write short phrases using familiar language, substituting words for suitable alternatives. E.g: My name, my age, where I live, my birthday.</p>
Grammar	Start to understand that foreign languages can have different structures to English.	<p>Start to understand that foreign languages can have different structures to English.</p> <p>Students may start to recognise that nouns have a determiner/article which we do not have in English.</p>	<p>Start to understand the concept of noun gender and the use of definite articles (el, la).</p> <p>Use the first person singular version of high frequency verbs. E.g I am called..., I like...</p>	<p>To have a better understanding of the concept of gender and number when using nouns and adjectives.</p> <p>Introduce the concept of indefinite articles (un, una, unos, unas)</p>	<p>Better understanding of gender and nouns.</p> <p>Introducing simple adjectival agreement.</p> <p>Start to explore verb conjugation in the 1st and 2nd person.</p>	<p>Better understanding of gender and nouns.</p> <p>Introducing simple adjectival agreement.</p> <p>Start to explore verb conjugation in the 1st and 2nd person.</p>

Phonics			<p>Ch, j, ñ , ll, rr</p> <p>Ch- chocolate J-jirafa N-niña Ll- caballo Rr- perro</p>	<p>Ca, ce, ci, co, cu</p> <p>Ca- casa Ce- cerdo Ci- cinco Co- conejo Cu- cuatro</p>	<p>Ga, ge, gi, go, gu</p> <p>Ga- gato Ge- geografía Gi- girasol Go- goma Gu- gusano</p>	<p>B, v, cc, qu, z</p> <p>B-beber V- vaca Cc- diccionario Qu-química Z- zanahorias</p>
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