

## Age-related expectations

### Speaking

	Year 3	Year 4	Year 5	Year 6
Speaking (& Reading)	Read aloud some words and short phrases I have been learning, applying some phonics knowledge.	Match sound to print, by reading aloud familiar words and short sentences, applying some phonics knowledge.	Read short phrases and sentences accurately that contain mostly familiar language, applying phonics knowledge.	Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonics knowledge.
Speaking	Ask and answer simple pre-learned questions from memory and use several short phrases and questions in predictable classroom interaction.	Rehearse and perform short role plays drawing on one topic, with 2-3 exchanges and secure pronunciation.	Ask and answer simple questions on the current topic. Can adapt models successfully to give own information, including simple opinions, substituting individual words.	Ask and answer questions on a few familiar topics, including expressing opinions and responding to those of others.
	Repeat and say familiar words and short simple phrases, using understandable pronunciation.	Produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.	Use phrases and simple sentences independently (or more complex sentences with support) to describe people, places, things and actions, with good pronunciation.

## Listening

	Year 3	Year 4	Year 5	Year 6
Listening	Understand spoken words and phrases that I have been learning, including classroom language and praise words	Understand basic questions and identify key points in a few short spoken sentences	Understand the main points and some detail in a short text when spoken slowly and clearly	Understand a short passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
	Follow along and repeat key words from a song, rhyme or poem.	Join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Join in with familiar stories, songs, rhymes or poems, or parts of them when listening to the source material.	Produce from memory familiar parts of known stories, songs, rhymes and poems.
	Identify letter sounds in another language and use them to help me understand	Use strings of letter sounds to help me understand new words	Listen and apply knowledge of letter sounds to help understand more complex new words and short phrases.	Listen and apply knowledge of letter sounds to help understand new phrases or short sentences.
Listening (& writing)	Listen to the phoneme in isolation and write it accurately.	Listen to high-frequency familiar words when spoken slowly and clearly and apply in writing with understandable spelling.	Listen to and write familiar words reasonably accurately by applying phonic knowledge when spoken slowly and clearly.	Write individual words accurately, building them from written syllables or write short phrases with understandable spelling, when delivery is slow, clear and repeated.

## Reading

	Year 3	Year 4	Year 5	Year 6
Reading	Understand some familiar written words and short phrases.	Read and understand a range of familiar written phrases and simple sentences.	Read and understand a short text made up of short sentences with familiar language on a familiar topic.	Read and understand a text made up of a range of sentences with some familiar language on a familiar topic.
	Use the visual cues and context to follow the gist of a short text.	Identify the overall type of text from contextual cues and a few familiar words and start to use prior knowledge to work out meaning.	Spot new words introduced into short sentences made up of familiar material and use prior knowledge of the TL and English and the surrounding words to guess their meaning.	Work out meaning of new language introduced into a text made up of mainly familiar material and use prior knowledge of the TL and English and the surrounding words to work out meaning.
	Use a word list to locate specific words.	Use a word list (or dictionary or online resource) to check the spelling of a word.	Appreciate how to use a bi-lingual dictionary and know that there may be more than one entry for each word. Find the meanings of new words.	Use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.

## Writing

	Year 3	Year 4	Year 5	Year 6
Writing	Write some single words from memory, with plausible spelling.	Write simple words and several short phrases from memory with understandable spelling.	Write words, phrases and short simple sentences from memory from a familiar topic with understandable spelling.	Write a short, simple text from memory, using simple sentences from familiar topics with understandable spelling.
	Copy words and short phrases accurately.	Write words and phrases accurately using support such as a model or word bank to check spellings.	Write sentences accurately on a few topics using a model or a writing frame for support.	Write a few simple and possibly complex sentences accurately using support such as dictionaries, a model or writing frame.
	Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun).	Change a range of elements in sentences to create new sentences using a model. (e.g. change the noun or adjective or verb or qualifier).	Use a short text as a starting point for an independent piece of writing on a familiar topic, using reference materials to redraft and improve accuracy	Use a text as a starting point for an independent piece of writing on familiar topics, using reference materials to redraft and improve accuracy.

## Grammar

	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Use indefinite articles in the singular with masculine and feminine nouns</p> <p>Recognise definite articles and plural indefinites.</p> <p>Recognise the definite article with verbs of like / dislike and with sports.</p> <p>Form regular plural nouns.</p> <p>Identify adjective and noun position.</p> <p>Use some singular masculine and plural adjectives correctly.</p> <p>Use the high-frequency verb forms in the 1<sup>st</sup> person (eg j'ai, je suis) confidently.</p> <p>Use of the negative 'ne..pas'</p>	<p>Use indefinite articles in singular and plural and definite articles in both singular and plural.</p> <p>Use the definite article with verbs of like / dislike and verbs of sport.</p> <p>Use a variety of plural nouns, including some irregular ones.</p> <p>Use adjectives (agreement and position) with more confidence.</p> <p>Can use the connectives <i>and</i>, <i>but</i> and <i>also</i>.</p> <p>Use the high-frequency verb forms in the 1<sup>st</sup> &amp; 2<sup>nd</sup> person (eg j'ai, tu as, je suis, tu es) confidently.</p> <p>Use of the negative 'ne..pas'</p>	<p>Use definite and indefinite articles with increasing accuracy.</p> <p>Can use the connectives <i>parce que</i> / <i>car</i>.</p> <p>Agree adjectives for number and gender after 'because it is/they are'.</p> <p>Use 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person of several regular verbs in the present tense in addition to the irregular high frequency verbs.</p> <p>Use time phrases such as the days of the week in sentence formation.</p>	<p>Use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p> <p>Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use.</p> <p>Agree adjectives for number and gender after because it is/they are, but still makes errors.</p> <p>Can use the verbs 'to be' and 'to have' in several different contexts, still with some errors.</p> <p>Can use subordinating connectives (if, because) and some may be able to use 'which'.</p>