



Aims:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|--|--------------------------------------|---|---|---|----------|
| Year 3 | <p>Orally</p> <ul style="list-style-type: none"> • Join in with songs and rhymes. • Respond to a simple command. • Answer with a single word. • Answer with a short phrase. • Ask an appropriate question. • Name people, places and objects. • Use set phrases. • Choose the right word to complete a phrase. • Choose the right word to complete a short sentence. <p>Reading</p> <ul style="list-style-type: none"> • Read and understand single words. • Read and understand short phrases. | | | | | |
| Key knowledge | Colours/numbers/tens/my pets | Where I live/clothes 1 &2 | The body, face & aches and pains | Face description, physical description, family members | Household, my bedroom, countries | |
| Year 4 | <p>Orally</p> <ul style="list-style-type: none"> • Name and describe people. | | | | | |



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| | <ul style="list-style-type: none"> Name and describe a place. Name and describe an object. Have a short conversation saying 2-3 things. Give a response using a short phrase. <p>Reading</p> <ul style="list-style-type: none"> Read and understand a short passage using familiar language. Explain the main points in a short passage. Use a bilingual dictionary or glossary to look up new words. | | | | | |
| Key knowledge | Nationalities/in town/shops/wild animals | Farm animals/recycling/my daily routine | Transport/subjects/in my pencil case | In the classroom/the time/hobbies | Indoor sports/outdoor sports | Fruit/veg/breakfast |
| Year 5 | <p>Orally</p> <p>Have a short conversation saying 3-4 things. Starting to speak in sentences. Start using my knowledge of grammar to correct my speech.</p> <p>Reading</p> <p>Read and understand a short story or factual text. Use the context to work out unfamiliar words. Use a bilingual dictionary or glossary to look up new words.</p> <p>Writing</p> <p>Write phrases from memory.</p> | | | | | |
| Key knowledge | Colours, numbers, tens | Pets, where I live, clothes | The body, the face, aches and pains | Face description, physical description, family | The weather, my house, | Household My bedroom |
| Year 6 | <p>Orally</p> <ul style="list-style-type: none"> Hold a simple conversation with at least 4 exchanges. Use my knowledge of grammar to speak correctly. <p>Reading</p> <ul style="list-style-type: none"> Read and understand a short story or factual text and note the main points. Use the context to work out unfamiliar words. <p>Writing</p> | | | | | |



| | <ul style="list-style-type: none"> Write 2-3 short sentences on a familiar topic: people, places, things and actions. | | | | | |
|----------------------------------|--|--|---|--------------------------|--------------------------------------|------------------------------|
| Key knowledge | Nationalities, in town, shops, wild animals. | Farm animals/recycling/my daily routine | Transport, subjects, in my pencil case | The time, hobbies | Indoor sports, outdoor sports | Fruit, veg, breakfast |
| Children will be able to: | <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation present ideas and information orally read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | | | | | |