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| **Skills** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Speaking**  **&**  **Listening** | Listen to and respond to simple rhymes, stories and songs.  Recognise and respond to sound patterns and words.  Take part in brief prepared tasks of at least 2 or 3 exchanges, using visual or other cues to help them initiate and respond.  Respond to topic related questions with a simple answer.  Understand instructions, everyday classroom language and praise words. | Can memorise and present a short spoken text.  Identify and note the main points of a short spoken passage.  Use mainly memorised language, or occasionally substitute items of vocabulary to vary questions or statements.  Use generally accurate pronunciation when reading aloud or using familiar words or phrases.  Use short phrases to express personal responses e.g. likes, dislikes, feelings. | Tell simple stories in the language.  Find patterns in spelling, sounds and meanings of words when listening to songs and rhymes.  Take part in short conversations, seeking and conveying information and opinions in simple terms.  Ask questions, respond to others and seek help.  Refer to recent experiences or future plans, as well as everyday activities and interests. | Prepare a short presentation to describe people, places, things or actions.  Identify and note the main points and specific details, including opinions in longer spoken passages.  Generate questions about topics covered.  Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.  Make themselves understood with little or no difficulty in a range of topics. |
| **Reading** | Understand short texts and dialogues, made up of familiar language, printed in books or word processed.  Read aloud a familiar sentence, rhyme or poem. | Use a bilingual dictionary or glossary to look up new words.  Use sounds to help identify written words. | Can read a variety of fiction and non-fiction and glean information from them.  Read a text in the language and explain the main points and some smaller details. | Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.  Identify examples of basic grammatical rules in the chosen language e.g. feminine, masculine. |
| **Writing** | Write 2 or 3 short sentences on familiar topics, using aids e.g. textbooks, wallcharts.  Write words and short phrases from memory with comprehendible spelling. | Use their knowledge of grammar to adapt and substitute single words and phrases in written work. | Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.  Adapt recalled phrases to create new sentences and express ideas clearly. | Demonstrate an understanding of basic grammatical rules for the language in written work. |