	Year 3	**Year 4**
Listening	• L1 show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • L2 listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings	• L1 show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • L2 listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • L3 notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Speaking	• S1 ask and answer simple questions, for example about personal information • S2 repeat sentences heard and make simple adaptations to them • S3 use mostly accurate pronunciation and speak clearly when addressing an audience	• S1 ask and answer a range of questions on different topic areas • S2 using familiar sentences as models, make varied adaptations to create new sentences • S3 read aloud using accurate pronunciation and present a short learned piece for performance
Reading	• R1 recognise some familiar words and phrases in written form • R2 read some familiar words aloud using mostly accurate pronunciation • R3 learn and remember new words encountered in reading	• R1 show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • R2 listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings • R3 notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Writing	• W1 write some single words from memory • W2 use simple adjectives such as colours and sizes to describe things orally • W3 record descriptive sentences using a word bank	• W1 write words and short phrases from memory • W2 use a range of adjectives to describe things in more detail, such as describing someone's appearance • W3 write descriptive sentences using a model but supplying some words from memory
Grammar	• G1 recognise the main word classes e g nouns, adjectives and verbs • G2 understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles • G3 have basic understanding of the usual order of words in sentences in the target language	• G1 recognise a wider range of word classes including pronouns and articles, and use them appropriately • G2 understand that adjectives may change form according to the noun they relate to, and select the appropriate form • G3 recognise questions and negative sentences

		Year 5	Year 6
Listening		• L1 gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language • L2 identify different ways to spell key sounds, and select the correct spelling of a familiar word	• L1 understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard • L2 apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
Speaking		• S1 take part in conversations and express simple opinions giving reasons • S2 adapt known complex sentences to reflect a variation in meaning • S3 begin to use intonation to differentiate between sentence types	• S1 engage in longer conversations, asking for clarification when necessary • S2 create his/her own sentences using knowledge of basic sentence structure • S3 use pronunciation and intonation effectively to accurately express meaning and engage an audience
Reading		• R1 read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation • R2 learn a song or poem using the written text for support • R3 use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words	• R1 read aloud and understand a short text containing unfamiliar words, using accurate pronunciation • R2 attempt to read a range of texts independently, using different strategies to make meaning • R3 use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
Writing		• W1 write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank • W2 use a wide range of adjectives to describe people and things, and use different verbs to describe actions	• W1 write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic • W2 select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions • W3 begin to use some adverbs
Grammar		• G1 know how to conjugate some high frequency verbs • G2 understand how to make changes to an adjective in order for it to 'agree' with the relevant noun • G3 adapt sentences to form negative sentences and begin to form questions	• G1 know how to conjugate a range of high frequency verbs • G2 understand how to use some adverbs in sentences • G3 have an awareness of similarities and differences in grammar between different languages