

	EYFS & KS1	Year 3	Year 4	Year 5	Year 6
Oracy	<p>Develop an enthusiastic and positive attitude to other languages and language learning</p> <p>Develop language skills—speaking /listening Demonstrate speaking skills through basic question and answer time and basic role plays</p>	<ul style="list-style-type: none"> ○ 3.1 Listen and respond to simple rhymes, stories and songs <ul style="list-style-type: none"> • identify rhyming words • perform finger rhymes and sing songs • join in with storytelling. ○ 3.2 Recognise and respond to sound patterns and words <ul style="list-style-type: none"> • listen with care • identify phonemes which are the same as or different from English and other known languages • speak clearly and confidently. ○ 3.3 Perform simple communicative tasks using single words, phrases and short sentences <ul style="list-style-type: none"> • recall, retain and use vocabulary • ask and answer questions. ○ 3.4 Listen attentively and understand instructions, everyday classroom language and praise words <ul style="list-style-type: none"> • repeat words and phrases modelled by the teacher • remember a sequence of spoken words • use physical response, mime and gesture to convey meaning and show understanding. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Enjoy listening to and speaking in the language • Listen and respond to familiar spoken words, phrases and sentences • Communicate with others using simple words and phrases and short sentences • Understand conventions such as taking turns to speak, valuing the contribution of others • Use correct pronunciation in spoken work. 	<ul style="list-style-type: none"> ○ 4.1 Memorise and present a short spoken text <ul style="list-style-type: none"> • learn finger rhymes, poems or a non-fiction text • learn and say several sentences on a topic. ○ 4.2 Listen for specific words and phrases <ul style="list-style-type: none"> • listen with care • use physical response to show recognition and understanding of specific words and phrases. ○ 4.3 Listen for sounds, rhyme and rhythm <ul style="list-style-type: none"> • identify specific sounds e.g. rhymes, letters, phonemes, words • compare different sounds. ○ 4.4 Ask and answer questions on several topics <ul style="list-style-type: none"> • practise asking and answering questions with a partner • devise and perform simple role-plays. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Listen to and identify words and short phrases • Communicate by asking and answering a wider range of questions • Memorise and present a short text. 	<ul style="list-style-type: none"> ○ 5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts <ul style="list-style-type: none"> • focus on correct pronunciation and intonation • ask and answer questions • use tone of voice and gesture to help to convey meaning. ○ 5.2 Understand and express simple opinions <ul style="list-style-type: none"> • agree and disagree with statements • understand and express like and dislikes. ○ 5.3 Listen attentively and understand more complex phrases and sentences <ul style="list-style-type: none"> • understand the main points from speech which includes unfamiliar language. ○ 5.4 Prepare a short presentation on a familiar topic <ul style="list-style-type: none"> • remember, retain and recall words, phrases and sentences memorise and present a set of instructions. <p>OUTCOMES</p> <ul style="list-style-type: none"> • Pick out some of the detail from short spoken passages • Enjoy interacting even when they hear unfamiliar language • Join in a short conversation • Make a short presentation using a model. 	<ul style="list-style-type: none"> ○ 6.1 Understand the main points and simple opinions in a spoken story, song or passage <ul style="list-style-type: none"> • listen attentively, re-tell and discuss the main ideas • agree or disagree with statements made about a spoken passage. ○ 6.2 Perform to an audience <ul style="list-style-type: none"> • recite a short piece of narrative either from memory or by reading aloud from text • develop a sketch, role-play or presentation and perform to the class or an assembly. ○ 6.3 Understand longer and more complex phrases or sentences <ul style="list-style-type: none"> • re-tell using familiar language a sequence of events from a spoken passage, containing complex sentences • understand and express reasons • understand the gist of spoken passages containing complex sentences eg descriptions, information, instructions. ○ 6.4 Use spoken language confidently to initiate and sustain conversations and to tell stories <ul style="list-style-type: none"> • participate in simple conversations on familiar topics • describe incidents or tell stories from their own experience, in an audible voice. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Listen to and understand the main points and some detail from a short spoken passage • Give a presentation in a clear audible voice • Converse briefly without prompts • Enjoy listening and speaking confidently.
Literacy	<p>Develop basic phonic knowledge—recognising patterns in words—similar sounding words and rhyming words</p> <p>Start to recognise some words as they are written</p>	<ul style="list-style-type: none"> L 3.1 Recognise some familiar words in written form <ul style="list-style-type: none"> • understand words displayed in the classroom • identify and read simple words • read and understand simple messages. L 3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words <ul style="list-style-type: none"> • pronounce accurately the most commonly used characters, letters and letter strings • read aloud a familiar sentence, rhyme or poem. L 3.3 Experiment with the writing of simple words <ul style="list-style-type: none"> • write simple, familiar words using a model • write some single words from memory. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Recognise and understand some familiar words and phrases in written form • Read aloud in chorus, with confidence and enjoyment, from a known text • Write some familiar simple words using a model • Write some familiar words from memory. 	<ul style="list-style-type: none"> L 4.1 Read and understand a range of familiar written phrases <ul style="list-style-type: none"> • match phrases and short sentences to pictures or themes • identify non-fiction texts by their style and layout, eg a recipe, a weather forecast, instructions for making or doing something, a letter, an advertisement. L 4.2 Follow a short familiar text, listening and reading at the same time <ul style="list-style-type: none"> • make links between spoken and written words • identify common spelling patterns in letter strings. L 4.3 Read some familiar words and phrases aloud and pronounce them accurately <ul style="list-style-type: none"> • read aloud words which they use on a regular basis, e.g. numbers, days, weather • pronounce letter strings, words and phrases accurately with good pronunciation. L 4.4 Write simple words and phrases using a model and some words from memory <ul style="list-style-type: none"> • write labels for work on wall displays and in their books • complete a semi-completed e-mail message to someone in a partner school. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Read and understand familiar written phrases • Follow a short text while listening and reading, saying some of the text • Read a wider range of words, phrases and sentences aloud • Write some familiar words and phrases without help. 	<ul style="list-style-type: none"> L 5.1 Re-read frequently a variety of short texts <ul style="list-style-type: none"> • read fiction and non-fiction texts, e.g. extracts from stories, e-mail messages and texts from the Internet. L 5.2 Make simple sentences and short texts <ul style="list-style-type: none"> • understand that the order of words in a sentence influences the meaning • make a sentence using single word cards • make a short text using word and phrase cards. L 5.3 Write words, phrases and short sentences, using a reference <ul style="list-style-type: none"> • choose words, phrases and sentences and write them into a gapped text or as picture captions • use a bilingual dictionary to check the spelling of familiar words. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Read and understand some of the main points from a text • Understand how a simple sentence is written • Write words, phrases and a few sentences using a model. 	<ul style="list-style-type: none"> L 6.1 Read and understand the main points and some detail from a short written passage <ul style="list-style-type: none"> • read and respond to eg an extract from a story, an e-mail message or song • give true or false responses to statements about a written passage • read descriptions of people in the school or class and identify who they are. L 6.2 Identify different text types and read short, authentic texts for enjoyment or information <ul style="list-style-type: none"> • read for enjoyment an e-mail message, short story or simple text from the Internet • read and understand the gist of a familiar news story or simple magazine article. L 6.3 Match sound to sentences and paragraphs <ul style="list-style-type: none"> • use punctuation to make a sentence make sense • listen carefully to a model, e.g. a video recording, recorded story or song, and re-constitute a sentence or paragraph using text cards. L 6.4 Write sentences on a range of topics using a model <ul style="list-style-type: none"> • apply most words correctly • construct a short text, e.g. create a powerpoint presentation to tell a story or give a description. <p>OUTCOMES</p> <ul style="list-style-type: none"> • Read aloud with confidence, enjoyment and expression, in chorus or individually • Read and understand the main points and some detail from a short written passage • Write several sentences from memory • Develop a short text using a model.

<p>Knowledge about language</p>	<p>Raise awareness and curiosity of aspects of their own language and make comparisons with the foreign language, thereby increasing their knowledge and understanding and self-esteem</p> <p>Build a foundation for further language learning at KS and beyond.</p>	<p>Knowledge about language</p> <ul style="list-style-type: none"> • Identify specific sounds, phonemes and words. • Recognise commonly used rhyming sounds. • Imitate pronunciation of sounds. • Hear main word classes. • Recognise question forms and negatives. • Recognise how sounds are represented in written form. • Notice the spelling of familiar words. • Recognise that languages describe familiar things differently. • Recognise that many languages are spoken in the UK and across the world. • Recognise conventions of politeness. 	<ul style="list-style-type: none"> • Reinforce and extend recognition of word classes • Recognise and apply simple agreements, singular/ plural. • Use question forms. • Recognise that texts in different languages will often have the same conventions of style and layout. • Apply phonic knowledge of the language to support reading and writing. • Identify a different writing system. 	<ul style="list-style-type: none"> • Recognise patterns in simple sentences. • Manipulate language by changing an element in a sentence. • Apply knowledge of rules when building sentences. • Develop accuracy in pronunciation/intonation. • Understand and use negatives. • Appreciate different writing conventions. • Recognise the typical conventions of word order in the foreign language. • Understand that words will not always have a direct equivalent in the language. • Notice different text types, deal with authentic texts. <p>OUTCOMES: Identify similarities and differences in everyday life</p> <ul style="list-style-type: none"> • List some similarities and differences between contrasting localities • Recognise how symbols, products, objects can represent the culture/cultures of a country • Recognise how aspects of the culture of different countries become incorporated into the daily life of others. 	<ul style="list-style-type: none"> • Recognise patterns in the foreign language. • Notice and match agreements. • Use knowledge of words, text and structure to build simple spoken and written passages. • Use knowledge of word order and sentence construction to support the understanding of the written text. • Use knowledge of word and text conventions to build sentences and short texts. • Devise questions for authentic use. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Demonstrate understanding of and respect for cultural diversity • Present information about an aspect of another country.
<p>Intercultural understanding</p>	<p>Increase cultural understanding about different countries, their customs and traditions and their people</p>	<p>IU 3.1 Learn about the different languages spoken by children in the school</p> <ul style="list-style-type: none"> • increase awareness of linguistic and cultural diversity. <p>IU 3.2 Locate country/countries where the language is spoken</p> <ul style="list-style-type: none"> • identify some of the countries where the language is spoken. <p>IU 3.3. Identify social conventions at home and in other cultures</p> <ul style="list-style-type: none"> • know some facts about one country, e.g. climate, main towns, famous landmarks, produce. <p>IU 3.4 Make indirect or direct contact with the country/countries where the language is spoken</p> <ul style="list-style-type: none"> • have contact with a native speaker • view a video or media resource about the country • send an e-mail, letter or postcard to a partner school. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Appreciate the diversity of languages spoken within their school • Talk about the similarities and differences of social conventions between different cultures • Identify the country or countries where the language is spoken • Recognise a children's song, rhyme or poem well known to native speakers. 	<p>IU 4.1 Learn about festivals and celebrations in different cultures</p> <ul style="list-style-type: none"> • learn how children of different cultures celebrate special days • identify similarities and differences • learn simple phrases to celebrate festivals. <p>IU 4.2 Know about some aspects of everyday life and compare them to their own</p> <ul style="list-style-type: none"> • compare pastimes of children of different cultures and countries • exchange information with a partner school, e.g. sports, hobbies. <p>IU 4.3 Compare traditional stories</p> <ul style="list-style-type: none"> • compare characteristics of simple stories between cultures • look at the writing system of the language. <p>IU 4.4 To learn about ways of travelling to the country/countries</p> <ul style="list-style-type: none"> • revise the location of country/countries where the language is spoken • identify a route from own locality to specified destination. <p>OUTCOMES:</p> <ul style="list-style-type: none"> • Talk about celebrations of which they have experience • Know about similar celebrations in other cultures • Compare aspects of everyday life at home and abroad • Identify similarities in traditional stories, building on relevant Y2/3 NLS framework objectives. 	<p>IU 5.1 Look at further aspects of their everyday lives from the perspective of someone from another country</p> <ul style="list-style-type: none"> • consider aspects of everyday life of children in their own and different countries • reflect on cultural issues using empathy and imagination to understand other people's experiences. <p>IU 5.2 Recognise similarities and differences between places</p> <ul style="list-style-type: none"> • identify geographical features of contrasting locality • learn about buildings and places in different countries. <p>IU 5.3 Compare symbols, objects or products which represent their own culture with those of another country</p> <ul style="list-style-type: none"> • learn about symbols representing their own country • learn about symbols and products from another 	<p>IU 6.1 Compare attitudes towards aspects of everyday life</p> <ul style="list-style-type: none"> • recognise similarities and differences in attitudes amongst children in different cultures • learn about role models for children in different cultures. <p>IU 6.2 Recognise and understand some of the differences between people</p> <ul style="list-style-type: none"> • discuss similarities and differences between the cultures they have learned about • recognise and challenge stereotypes. <p>IU 6.3 Present information about an aspect of culture</p> <ul style="list-style-type: none"> • perform songs, plays, dances • use ICT to present information.
<p>Language learning strategies</p>	<p>Build confidence and self-esteem</p> <p>Develop strategies to remember words and starting to work on good pronunciation</p>	<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use actions and rhymes and play games to aid memorisation. • Remember rhyming words. • Use the context of what they see/read to determine some of the meaning. • Practise new language with a friend and outside the classroom. • Look at the face of the person speaking and listen attentively. • Use gestures to show they understand. • Recognise words which the teacher mouths silently. • Write new words. • Compare the language with English. 	<ul style="list-style-type: none"> • Discuss language learning and share ideas and experiences. • Use mental associations to help remember words. • Ask for repetition and clarification. • Use context and previous knowledge to determine meaning and pronunciation. • Practise new language with a friend and outside the classroom. • Plan and prepare for a language activity. • Read and memorise words. • Sort words into categories. • Apply knowledge about letters and simple grammatical knowledge to experiment with writing. • Use a dictionary to look up spellings. • Use context and previous knowledge to determine meaning and pronunciation. • Access information sources. 	<ul style="list-style-type: none"> • Plan and prepare – analyse what needs to be done to carry out a task. • Integrate new languages into previously learnt language. • Apply grammatical knowledge to make sentences. • Use actions and rhymes to aid memorisation. • Ask for repetition and clarification Use context and previous knowledge to help understanding. • Practise new language with a friend and outside the classroom. • Look and listen for visual and aural clues. • Use a dictionary or a word list. • Pronounce/read aloud unknown words. <p>OUTCOMES:</p> <p>Children become more aware of simple structures and conventions. They further develop their recognition of pattern and their ability to manipulate language.</p>	<ul style="list-style-type: none"> • Discuss language learning and reflect and share ideas and experiences. • Plan and prepare – analyse what needs to be done in order to carry out a task. • Use language known in one context in another • Ask for repetition and clarification. • Use context and previous knowledge to help understanding and reading skills. • Listen for clues to meaning e.g. tone of voice, key words. • Make predictions based on existing knowledge. • Apply a range of linguistic knowledge to create simple, written production. • Evaluate work. • Compare and reflect on techniques for memorising language. • Use a dictionary.