

Skill	Lower KS2		Upper KS2	
Speaking	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself)</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p>
	<p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p> <p>Apply phonic knowledge to begin speaking with mostly accurate pronunciation.</p>	<p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p> <p>Speak with accurate pronunciation.</p>
Listening	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p>
	<p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Follow a text accurately whilst listening to it being read.</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Reading	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p>	<p>Accurately read aloud and understand sentences and short paragraphs.</p>	<p>Read aloud with expression and accurate pronunciation.</p>
	<p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters).</p>	<p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language).</p>

Writing	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>
Grammar	<p>Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Introduce and use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>	<p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>

<p>Knowledge</p>	<p>Understand numbers 1-10 and be able to say, read and write them.</p> <p>Be familiar with the days of the week and be able to say them and recognise them in written form.</p> <p>Use simple greetings (e.g. saying hello and goodbye, saying how they are). Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).</p> <p>Use simple adjectives (e.g. colours).</p> <p>Use some simple verbs in the first person "I" form (e.g. I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p>	<p>Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</p> <p>Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</p> <p>Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).</p> <p>Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</p> <p>Understand and use verbs in the first person "I" form.</p> <p>Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article.</p>	<p>Understand and use the alphabet to assist in correct spelling and pronunciation.</p> <p>Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</p> <p>Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.</p> <p>Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).</p> <p>Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</p> <p>Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read</p> <p>Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard</p> <p>Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing</p>	<p>Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</p> <p>Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.</p> <p>Understand, express and be able to justify opinions orally and in writing</p> <p>Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</p> <p>Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)</p> <p>Use adjectives to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing.</p> <p>Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)</p> <p>Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read</p> <p>Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer</p>
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