



	Year 3	Year 4	Year 5	Year 6
Listening	Listen and show understanding of single words. Listen and join in with songs, rhymes and stories and say some words.	Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective. Listen and demonstrate understanding of words in songs, rhymes and stories.	Listen and show understanding of more complex phrases and sentences. Follow the text of familiar rhymes and songs identifying the meaning of words. Listen more attentively and for longer.	Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. Read aloud the text of familiar rhymes and songs.
Speaking	Recognise a familiar question and respond with a simple rehearsed response. Can repeat and say aloud familiar words. Say a simple sentence.	Ask and answer familiar questions with a rehearsed response. Use familiar vocabulary to say simple sentences to give information with a language scaffold. Answer a familiar question and incorporate a negative reply if and when required.	Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. Use familiar vocabulary to say more complex sentences, using a language scaffold.	Engage in a short conversation using familiar questions and express opinions. Manipulate familiar language to present own ideas and information in more complex sentences.
Reading	Use phonics knowledge to pronounce sounds, read aloud or say individual familiar words. Read and show understanding of familiar single words. Use actions and visual aids to memorise new vocabulary.	Read aloud familiar short sentences using phonics knowledge. Read and show understanding of simple familiar phrases and short sentences. Identify and use strategies for memorising new vocabulary.	Read aloud more complex sentences using knowledge of letter string sounds. Read and show understanding of a complex sentence using familiar language and cognates. Use a bi-lingual dictionary to find the meaning of a word or its translation.	Understand the gist of an unfamiliar text using some familiar language. Pronounce unfamiliar words in a sentence using phonics knowledge. Read and show understanding of a series of complex sentences using familiar language. Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.
Writing	Write familiar words and short phrases using a model or vocabulary list, e.g. I have a cat.	Write some short phrases based on familiar topics and begin to use conjunctions and the negative form where appropriate, e.g. I like football but I don't like cricket.	Write a paragraph using familiar language incorporating conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute alternatives, e.g. using a dictionary for new language.	Write a piece of text using language from a variety of units covered and adapt models provided to show understanding of grammar covered. Also start to incorporate conjugated verbs and confident using conjunctions, adjectives and possessive adjectives, e.g. a letter of introduction to new Spanish teacher in secondary school.
Grammar	Start to understand the concept of noun and gender and the use of articles. Use the first-person singular version of high frequency verbs, e.g. I am, I am called, I have.	Better understand the concept of gender and which articles to use for meaning (i.e., 'the', 'a', or 'some'). Introduce simple adjectival agreement, the negative form and possessive adjectives.	Revision of gender and nouns and learn to use and recognise the terminology of definite and indefinite articles. Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation, e.g. I wear, she/he wears, and also be able to describe clothes in terms of colour.	Consolidate understanding of gender and nouns, use of negative, adjectival agreement and possessive adjectives, (e.g. which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation – both regular and irregular, (e.g. 'to have', 'to be', 'to do').