

Year 3 at a glance

Oracy

- **3.1 Listen and respond to simple rhymes, stories and songs**
 - identify rhyming words
 - perform finger rhymes and sing songs
 - join in with storytelling.
- **3.2 Recognise and respond to sound patterns and words**
 - 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**
 - recall, retain and use vocabulary
 - ask and answer questions.
- **3.4 Listen attentively and understand instructions, everyday classroom language and praise words**
 - 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.

Literacy

- L **3.1 Recognise some familiar words in written form**
 - 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**
 - 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**
 - write simple, familiar words using a model
 - write some single words from memory.

Knowledge about language

- 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.

Intercultural understanding

- IU **3.1 Learn about the different languages spoken by children in the school**
 - Increase awareness of linguistic and cultural diversity.
- IU **3.2 Locate country/countries where the language is spoken**
 - identify some of the countries where the language is spoken.
- IU **3.3. Identify social conventions at home and in other cultures**
 - know some facts about one country, e.g. climate, main towns, famous landmarks, produce.
- IU **3.4 Make indirect or direct contact with the country/countries where the language is spoken**
 - 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.

Language learning strategies

- 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.

Year 4 at a glance

Oracy

- O 4.1 **Memorise and present a short spoken text**
 - learn finger rhymes, poems or a non-fiction text
 - learn and say several sentences on a topic.
- O 4.2 **Listen for specific words and phrases**
 - listen with care
 - use physical response to show recognition and understanding of specific words and phrases.
- O 4.3 **Listen for sounds, rhyme and rhythm**
 - identify specific sounds e.g. rhymes, letters, phonemes, words
 - compare different sounds.
- O 4.4 **Ask and answer questions on several topics**
 - practise asking and answering questions with a partner
 - devise and perform simple role-plays.

Literacy

- L 4.1 **Read and understand a range of familiar written phrases**
 - 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**
 - 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**
 - 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**
 - write labels for work on wall displays and in their books
 - complete a semi-completed e-mail message to someone in a partner school.

Knowledge about language

- Reinforce and extend recognition of word classes and understand their function.
- Recognise and apply simple agreements, singular and 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.

Intercultural understanding

- IU 4.1 **Learn about festivals and celebrations in different cultures**
 - learn how children of different cultures celebrate special days
 - identify similarities and differences
 - learn simple phrases to celebrate festivals.
- IU 4.2 **Know about some aspects of everyday life and compare them to their own**
 - compare pastimes of children of different cultures and countries
 - exchange information with a partner school, e.g. sports, hobbies.
- IU 4.3 **Compare traditional stories**
 - compare characteristics of simple stories between cultures
 - look at the writing system of the language.
- IU 4.4 **To learn about ways of travelling to the country/countries**
 - revise the location of country/countries where the language is spoken
 - identify a route from own locality to specified destination.

Language and learning strategies

- 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.

Year 5 at a glance

Oracy

- **5.1 Prepare and practise a simple conversation, reusing familiar vocabulary and structures in new contexts**
 - 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**
 - agree and disagree with statements
 - understand and express like and dislikes.
- **5.3 Listen attentively and understand more complex phrases and sentences**
 - understand the main points from speech which includes unfamiliar language.
- **5.4 Prepare a short presentation on a familiar topic**
 - remember, retain and recall words, phrases and sentences
 - memorise and present a set of instructions.

Literacy

- L **5.1 Re-read frequently a variety of short texts**
 - 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**
 - 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**
 - 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.

Knowledge about language

- 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 and intonation.
- Understand and use negatives.
- Appreciate that different languages use 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 and deal with authentic texts.

Intercultural understanding

- IU **5.1 Look at further aspects of their everyday lives from the perspective of someone from another country**
 - 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.
- IU **5.2 Recognise similarities and differences between places**
 - identify geographical features of contrasting locality
 - learn about buildings and places in different countries.
- IU **5.3 Compare symbols, objects or products which represent their own culture with those of another country**
 - learn about symbols representing their own country
 - learn about symbols and products from another.

Language and learning strategies

- 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.

Year 6 at a glance

Oracy

- **6.1 Understand the main points and simple opinions in a spoken story, song or passage**
 - 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**
 - 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**
 - 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**
 - participate in simple conversations on familiar topics
 - describe incidents or tell stories from their own experience, in an audible voice.

Literacy

- L **6.1 Read and understand the main points and some detail from a short written passage**
 - 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**
 - 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**
 - 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**
 - apply most words correctly
 - construct a short text, e.g. create a powerpoint presentation to tell a story or give a description.

Knowledge about language

- 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.

Intercultural understanding

- IU **6.1 Compare attitudes towards aspects of everyday life**
 - recognise similarities and differences in attitudes amongst children in different cultures
 - learn about role models for children in different cultures.
- IU **6.2 Recognise and understand some of the differences between people**
 - discuss similarities and differences between the cultures they have learned about
 - recognise and challenge stereotypes.
- IU **6.3 Present information about an aspect of culture**
 - perform songs, plays, dances
 - use ICT to present information.

Language and learning strategies

- 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 or topic in another context or topic.
- Ask for repetition and clarification.
- Use context and previous knowledge to help understanding and reading skills.
- Practise new language with a friend and outside the classroom.
- 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.