

	Year 3	Year 4	Year 5	Year 6*
Listening	<ul style="list-style-type: none"> -Listen to, and understand, familiar spoken words and phrases. -Able to identify specific sounds, words and making links to meanings. -Able to understand some simple nouns. 	<ul style="list-style-type: none"> -Continue to develop an understanding of categories of words and word classes. -Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. -Recognise positive and negative statements. 	<ul style="list-style-type: none"> -Can understand the main points from a series of spoken sentences (including questions and opinions) May require some repetition. -Join in and contribute to short conversations. -Recognise typical conventions of word order in sentences and compare that with English 	<ul style="list-style-type: none"> -Can listen attentively to, understand and identify the main points and some detail from a short, spoken passage comprised of familiar language. -Can show understanding by joining in and responding.
Speaking	<ul style="list-style-type: none"> -Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker -Ask and respond to simple questions of others. 	<ul style="list-style-type: none"> -An increased confidence and pronunciation when asking and answering simple questions and when giving basic information. -Can pronounce familiar words and some new words accurately using knowledge of GPCs 	<ul style="list-style-type: none"> -Can ask and answer simple questions on several topics and can express opinions. -Can take part in brief pre-prepared tasks such as short presentations and role-plays. -Develop pronunciation and intonation using their increased understanding of GPCs and cognates/near cognates to make near-accurate presumptions -Understand and use negative statements. 	<ul style="list-style-type: none"> -Can take part in a simple conversation and can express simple opinions. -Uses generally accurate pronunciation (to a sympathetic native speaker). -Confidently joins in with conversations in a clear audible voice using correct intonation and pronunciation.
Reading	<ul style="list-style-type: none"> -Can recognise and read out a few familiar words and phrases. -To recognise how sounds are represented in written form - <i>Grapheme Phoneme Correspondence</i> (GPCs) 	<ul style="list-style-type: none"> -Can understand simple written phrases. -Can match sounds with familiar written words (GPCs) -Read a wider range of words, phrases and sentences aloud. -Recognise simple gender and plural/singular rules 	<ul style="list-style-type: none"> -Can understand the main point(s) from a short, written passage in clear printed script. -Can use bilingual dictionaries independently. -Can apply phonic knowledge to find, understand and/or produce spoken and written words. -Recognise and understand sentences using the verb <i>to be</i>. 	<ul style="list-style-type: none"> -Can read, understand and identify the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, a recount.) -Can use a bilingual dictionary to access unfamiliar language.
Writing	<ul style="list-style-type: none"> -Can write or copy a few simple words or symbols as an emergent writer of the French language. -Begin to write some familiar simple words accurately using a model and from memory. 	<ul style="list-style-type: none"> -Can spell some familiar written words and phrases accurately. -write simple sentences with limited mistakes so that the message is understood. 	<ul style="list-style-type: none"> -Can write two or three short sentences as a personal response, using reference materials with support. -Attempt to accurately use nouns and adjectives and show an awareness of the use of <i>and</i> conjugation of some commonly used and regular verbs in the present tense. -Use 1st, 2nd and 3rd person singular forms of familiar verbs. 	<ul style="list-style-type: none"> -Can write a short text attempting to accurately use nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials to support if necessary. -Know how to use a bilingual dictionary to check for spelling and gender accuracy of words.

• Year 6 to refer to Year 3 (Stage 1) progression when introducing German in Summer Term 2. N.B. Children may apply their language skills from later stages of learning e.g. feminine/masculine forms.