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| **Listening**  moor first school logo | **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can listen attentively and respond confidently to greetings, register, classroom instructions and phonics.  I can apply phonics knowledge to rhyming comptines, tongue twisters, phonics cards, cognate pronunciation, spelling prediction activities (e.g. syllable squares, gap-fills)  I can listen and respond to simple rhymes, stories and songs.  I can recognise and respond to sound patterns and words. | I can ask and answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations.  I can develop phonics knowledge and confidence through: days in the month rhyme, Christmas songs (Il est né), birthday songs.  I can listen for specific words and phrases.  I can listen for sounds, rhyme and rhythm. | I can follow the text of familiar rhymes and songs identifying the meaning of words.  I can listen and show understanding of more complex familiar phrases and sentences.  I can ask and answer more complex familiar questions with a scaffold of responses. | Pupils should be taught to:   * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. |
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| **Reading**  moor first school logo | **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences (‘find the word for’ activities) and identify if simple FL phrases are true or false.  I can appreciate stories, songs, poems and rhymes in the language through joining in confidently with the classroom instructions song, greetings song, phonics song, Ours Brun story, tongue twisters, Old Macdonald song.  I can confidently use phonic key sounds to read aloud familiar words within short texts - more able learners will already start to apply phonic links when reading new words aloud  I can understand new words that are introduced into familiar written material through stories, rhymes, songs, videos with language beyond level of active production,  I can make links between some phonemes, rhymes and spellings, and read aloud familiar words. | I can read and understand a range of familiar written phrases.  I can follow a short familiar text, listening and reading at the same time.  I can read some familiar words and phrases aloud and pronounce them accurately.  I can appreciate stories, songs, poems and rhymes in the language through numbers song, birthday and Christmas songs, Alain le Lait & Pocoyo video episodes, months / days rhymes.  I can read aloud with accurate pronunciation and add questioning intonation.  I can understand new words that are introduced into familiar written material through encore (again!) / Tout le monde est prêt? – j’arrive (- Coming ready or not!) / birthday vocabulary, verbs, seasons, numbers 13-31, festive vocabulary, instructions for making cards and booklets. | I can read out loud and pronounce familiar words accurately using my knowledge of letter string sounds as support.  I can read and show understanding of a complex sentence using familiar language.  I can use context and prior knowledge to determine the meaning of words.  I can use a bi-lingual dictionary to identify the type of word. | Pupils should be taught to:   * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in the language. * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. |
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| **Speaking**  moor first school logo | **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can answer questions, including greetings, names, ages, how are you today, what is your favourite (animal).  I can signal a problem: Monsieur, Madame, Mademoiselle, J’ai un problem.  I can speak in sentences using the verb forms j'ai / je n'ai pas de, c'est + nouns + adjectives in the context of animals and pencil case items to form simple sentences.  Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop.  I can describe animals with colours.  Choral re-telling of stories, pair work, group work, assemblies  I can perform simple communicative tasks using single words, phrases and short sentences. | I can ask and answer questions about birthdays, ages, dates, times and simple maths.  I can express opinions and respond to those of others by using: A mon avis (In my opinion), je crois que (I think that).  I can signal a problem: Monsieur, Madame, Mademoiselle, J’ai un problème and ask for help: Pouvez-vous m’aider?  I can speak in sentences using these sentence structures: Mon anniversaire est le ……. / il est une heure (deux heures etc) / Aujourd’hui c’est le ---- de…  ( Hier c’était le …. de …… / Demain ce será le …. de ……. ) Ca commence à…. / Ca finit à…..  C’est…… / Ce n’est pas  Il y a…/ il n’y a pas (de)………  I can describe pictures/paintings in terms of shapes and their position Describe hair / eyes of self and others Birthday survey, songs.  I can memorise and present a short spoken text. | I can ask for clarification and help.  I can use familiar vocabulary to say more complex sentences using a language scaffold.  I can use a language scaffold to present information and descriptions in simple sentences verbally using familiar and rehearsed language.  I can follow the simple text of a familiar song or story and sing or read aloud. | Pupils should be taught to:   * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. |
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| **Writing**  moor first school logo | **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can write simple sentences e.g. J'ai un cheval blanc with reasonable accuracy from short-term memory.  I can adapt phrases to create new sentences through substituting and adapting noun-adjective collocations in simple sentences.  I can include simple connectives ‘et’ (and) and ‘mais’ (but). More able may begin to use ‘aussi’ (also).  I can describe animals with colours in writing.  I can experiment with the writing of simple words. | I can write short exclamations and questions from memory with correct position of punctuation marks in questions (and exclamations), from short-term memory.  I can create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using ‘ je vais + verbs’, time exercise.  I can describe pictures/paintings in terms of shapes and their position Describe emotions – happy, sad. Describe hair / eyes of self and others. Describe house and home in writing. | I can write more complex sentences to describe people, places, things and actions using a language scaffold.  I can write familiar complex sentences from memory with understandable accuracy. | Pupils should be taught to:   * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Describe people, places, things and actions orally and in writing. |
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| **Grammar**  moor first school logo | **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can use the gender of nouns - focus on active use of indefinite articles in the singular with masculine and feminine nouns  I can form plural nouns,  I can use adjectival positioning and adjectival agreement.  I can use conjugation of key verbs - Use j'ai, je n'ai pas de, c'est, ce sont.  I can use simple connectives ‘et’ (and) and ‘mais’ (but). | I can focus on active use of indefinite articles in singular, plural and definite articles in both singular and plural.  I can use plural nouns.  I can use adjectives (agreement and position) with more confidence.  I can create greater variety of sentences using the key verb forms from Y3. Use il y a / il n’y a pas de and c’est / ce n’est pas…. Retell story with 3rd person ER verbs (non-explicit focus) Use future tense (je vais + infinitive verb), infinitives. | I can explain the agreement of adjectives and nouns and demonstrate their use.  I am aware of the position of some adjectives in front of a noun.  I can use the correct form of 3rd person singular and plural of regular and high frequency verbs.  I can name the words for the definite article (the) and use them correctly.  I can construct more complex sentences, some with relative clauses.  I can explain and use elision.  I can state differences to and similarities with English | Pupils should be taught to:   * Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
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| **Cultural Understanding**  moor first school logo | **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can learn about the different languages spoken by children in the school.  I can locate country/countries where the language is spoken.  I can identify social conventions at home and in other cultures.  I can make indirect or direct contact with the country/countries where the language is spoken. | I can learn about festivals and celebrations in different cultures.  To know about some aspects of everyday life and compare them to their own.  I can compare traditional stories.  I can learn about ways of travelling to the country/countries. | I can look at further aspects of their everyday lives from the perspective of someone from another country.  I can recognise similarities and differences between places.  I can compare symbols, objects or products, which represent their own culture with those of another country. |  |
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